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ABSTRACT

Existing programs using language immersion strategies for teaching language-minority children in the United States are described. In those programs, instruction is conducted in English at a level understood by the limited-English-speaking students, the teacher is bilingual in the non-English home language, the teacher generally speaks only in English, and the curriculum is structured so that prior knowledge of English is not assumed as subject areas are taught. The report includes background on the development of immersion programs in the context of bilingual education, an outline of four methods of English instruction for language-minority children, a discussion of the Canadian experience with immersion instruction, information about the methodology of the current survey, the characteristics of sites selected for the study, and individual program descriptions. (MSE)

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DESCRIPTION OF IMMERSION STRATEGY PROGRAMS IN THE UNITED STATES

by

J. David Ramirez
Robin Wolfson
Frances Morales

March, 1985

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DESCRIPTION OF IMMERSION STRATEGY PROGRAMS IN THE UNITED STATES

Introduction

Purpose of the report. The following "Description of U.S. Immersion Programs" identifies and describes existing programs that use immersion strategies with language-minority children in the United States. This report presents information about sites tentatively identified through a national telephone survey as having immersion strategy programs. Preliminary information was gathered through a series of telephone interviews from all identified sites. A more detailed description was prepared for those sites which met the definition of immersion strategy programs. An immersion strategy program is here defined by the following criteria: (a) instruction is conducted in English at a level understood by the limited-English-proficient students; (b) the teacher is bilingual in the non-English home language; (c) while students can address the teacher in the non-English language and the teacher may occasionally use the non-English language to clarify instruction, the teacher generally speaks only in English; and (d) the curriculum is structured so that prior knowledge of English is not assumed as subjects are taught. The students, in effect, learn the content and English simultaneously.

Background. As more fully discussed in the "Study Design of the Longitudinal Study of Immersion Programs for Language-Minority Children," federal involvement in education for language-minority children has focused almost exclusively on transitional bilingual education programs. In 1974, P.L. 93-380 provided the initial direction for this policy. It called for instruction in "the native language of the children of limited-English speaking ability...to the extent necessary to allow a child to progress effectively through the educational system." This law was expanded and refined by the Bilingual Education Act of 1978 (P.L. 95-961) which expanded the definition of English

proficiency from the earlier emphasis on speech to include four skills: reading, writing, speaking, and comprehension. While the revisions defined bilingual education as providing instruction in both English and the child's primary language, the goal of such an education program was narrowed. The earlier legislation (P.L. 93-380) had emphasized that the language-minority child progress "effectively through the education system." The new law specified that the instructional intent was to help the child "achieve competence in the English language."

Additional federal policies regarding bilingual education were established by (a) the Supreme Court's 1974 Lau vs. Nichols decision regarding discrimination in the San Francisco Unified School District, and (b) the resulting Lau remedies (1975) which prescribed various types of bilingual education programs. While the original Lau decision did not prescribe any specific program or teaching strategies, the Lau remedies restricted federal funding under the subsequent 1978 Bilingual Education Act to programs that taught children in their native language until they are able to participate effectively in English-only, mainstream classrooms. As a result of these federal policies, federal education policy for language-minority children has been restricted to a single program of limited instructional services: transitional bilingual education programs.

Curiously, although the Lau remedies were never formally adopted as regulations, their highly prescriptive requirements were used to determine which programs would receive federal funding. Central to the Lau remedies controversy was their conflict with many people's strong convictions about what constituted appropriate (and affordable) solutions to the problems of limited English proficiency. A particular concern was the assertion that it was not enough to provide an English-as-a-second-language (ESL) program because students were not able to study other subjects until they learned English. The argument behind the Lau remedies held that equal access (i.e., opportunity to study subjects other than English language arts) could only be insured if language-minority children were taught in their primary languages.

The 1978 Amendments to the Bilingual Education Act of 1968 provided further impetus for the use of the students' primary language in teaching language-minority children. Although the stated goal of the programs was to help language-minority children learn English as quickly as possible, the 1978 Amendments allowed use of the primary language "to the extent necessary" to ensure a meaningful education for language-minority children and a successful transition into mainstream programs. While the Amendments did not specify how the primary language was to be used, the only programs funded were those that included primary language instruction (i.e., met the Lau remedies' criteria). Because instructional programs which did not use the primary language could not be funded under Title VII, few were implemented and little is known about their effectiveness.

Teaching English to Language-Minority Children: Four Methods

Transitional bilingual education, however, is not the only means of teaching English to limited-English-speaking children in American public schools. Rather, four general alternatives have evolved to serve language-minority children: (a) submersion, (b) English-as-a-second-language (ESL), (c) transitional bilingual education (TBE), and (d) immersion strategy. These programs differ in five main areas: (a) whether traditional all-English instruction is used, (b) whether special instruction in English as a subject is provided, (c) whether English is taught through the teaching of other subjects, (d) whether nonlanguage subjects such as mathematics are taught in the primary language of the limited-English-proficient students, and (e) whether the primary language of limited-English-proficient students is used (as needed to clarify instruction). The following describes the four programs in terms of these characteristics (see Table 1).

The submersion approach is typical of the majority of services provided to language-minority students. In submersion programs, language-minority children are placed in ordinary mainstream classrooms

Table 1

Characteristics of Programs Serving Language-Minority Children

Characteristics	Submersion	English-as-a-Second-Language	Transitional Bilingual Education	Immersion Strategy
1. Traditional all-English instruction used	Yes	Yes	No	No
2. Special instruction in English as a subject is provided	No	Yes	Yes	No
3. English is taught through the teaching of other subjects	No	No	Yes	Yes
4. Informal use of LEP student's primary language for clarification	No	No	Yes	Yes
5. Non-language subjects are taught in LEP student's primary language	No	No	Yes	No

where only English is spoken. The children receive no special tutoring to help them learn quickly the English skills they need to succeed in school. Instead, they study the regular curriculum and are expected to perform as best they can. This alternative has been described as "sink or swim."

In typical English-as-a-second-language (ESL) programs, language-minority students spend most of their day in a submersion classroom, but do receive some extra instruction in English. This special instruction is specifically developed to teach English as a second language. For subjects other than English, the language-minority students study the school's standard curriculum in English-only classrooms. In teaching ESL, the teacher may or may not use the primary language of the limited-

English-proficient students. The California State Department of Education conducted a recent survey which determined that after submersion programs, ESL is the next most widely used instructional method for teaching language-minority students (Office of Bilingual Bicultural Education, California State Department of Education, 1981).

In transitional bilingual education (TBE) programs, language-minority students study subject matter in their primary language until they have learned enough English to succeed in English-only mainstream classrooms. Children in TBE programs generally learn to read first in their non-English home language and then in English. ESL is often used as a supplement to reduce the time needed to learn English. TBE programs are similar to submersion and ESL in that English is taught as a separate subject, but differs in that other content areas, including reading, are taught in the child's non-English home language.

While similar to ESL and some TBE methods in many ways, the immersion strategy program (ISP) also differs from them substantially. All instruction is in English. Rather than teaching English strictly as a subject, however, the ISP endeavors to teach English through the various content areas. Prior knowledge of English is not assumed. Instead, teachers in ISPs carefully tailor their English to a level the limited-English-proficient students can understand. For example, a lesson about a particular science concept would also teach the development and use of specific English language skills (such as vocabulary). Content thus becomes the medium for teaching language. Such teaching differs from transitional bilingual programs in that ISPs present the subject matter exclusively in English, while TBE programs teach content in the students' primary language until they have learned English.

The ISP teacher is bilingual and speaks the students' non-English home language. The students may use their primary language among themselves and to address the teacher. Generally, however, the teacher speaks to the students in English, using the home language only

occasionally to provide or clarify instructions. Understanding the children's home language, the teacher can determine whether a child's difficulty with a given task stems from a problem with the language or with the content itself. As the child's primary language is not formally used for instruction, this type of instruction would be best described as a "sheltered English" program, rather than as a bilingual program.

Encouragement for Immersion: The Canadian Experience

Recent work in Canada has demonstrated that the immersion strategy programs which use the second language exclusively can be very effective in teaching languge-majority students a second language. It is the success of these Canadian programs that has stimulated interest in the usefulness of this program for language-minority children in the United States.

There are major differences between Canadian immersion programs and U.S. immersion strategy programs (see Table 2). In Canadian programs, language-majority students are homogeneously grouped by their proficiency in the second language; while a single class of minority-language LEP children in the American program may represent a broad range of second language proficiency.

Canadian immersion programs and U.S. programs also differ in their criteria for success. The stated goal of Canadian immersion programs is full bilingualism, with near native-like competence the measure of success. The U.S. programs, on the other hand, concentrate on English proficiency, as measured by the student's ability to function in a mainstream English-only classroom. This minimal English competency level is far from native-like proficiency.

Canadian teachers in immersion programs appear to adjust their language to L2 learners. However, the nature of these adjustments have

Table 2

Comparison of Canadian Immersion Program,
U.S. Immersion Strategy Program,
Early-Exit and Late-Exit Transitional Bilingual Education
Program Characteristics

Characteristic	Canadian Immersion Programs	U.S. Immersion Strategy Programs	Early-Exit	Late-Exit
1. Bilingualism is a major program goal	Yes	No	No	No
(a) Develop L1	Yes	No	No	Yes
(b) Develop L2	Yes	Yes	Yes	Yes
2. Program is for language-minority children (language-majority)	No	Yes	Yes	Yes
3. Provides primary language instruction	Yes	No	Yes (limited)	Yes
4. Program developed by parents	Yes	No	Yes (required)	Yes
5. Teachers are bilingual	Yes	Yes	Yes	Yes
6. Students are from low SES homes (middle-class homes)	No	Yes	Yes	Yes
7. Students can use L1	Yes	Yes	Yes	Yes
8. Subject matter is taught through L2	Yes	Yes	Yes	Yes
9. L2 develops as a function of learning subject matter	Yes	Yes	Yes	Yes

not as yet been documented. In U.S. immersion strategy programs, it is not known whether or to what extent teachers adjust their language for their L2 learners. Table 1 depicts the differences between the Canadian immersion programs and the U.S. immersion strategy programs. As these differences between the Canadian and U.S. programs are substantial, to avoid confusing them, there is a need to differentiate the names of the two programmatic efforts. As the Canadian programs were developed first, they will be referred to in this report simply as immersion programs. In contrast, the U.S. efforts are referred to as immersion strategy programs in an effort to highlight the concern over and focus on those instructional strategies which can be used to teach English through the content areas.

At present, little is known about the existence or effectiveness of U.S. immersion strategy programs with language-minority children. The "Description and Longitudinal Study of Immersion Programs for Language-Minority Children" was funded to provide this information. This report, "Description of Immersion Strategy Programs in the United States," provides preliminary information on the number of such programs and their characteristics.

Selecting Immersion Sites

The selection of sites for participation in the immersion study involved extensive surveying of programs for language-minority children throughout the country. A preliminary telephone survey yielded 91 potential sites. In the study's RFP, the U.S. Department of Education recommended 12 sites, which were also identified in the telephone survey. A second telephone survey of these sites resulted in the immediate elimination of 31 of the suggested sites as being inappropriate for the purposes of the study. Calls to program staff at the remaining 60 sites revealed that 30 of these programs were essentially ESL programs for multi-language (often refugee) populations and did not meet the selection criteria. Another 20 turned out to be TBE programs, and

one was an all-day ESL program. The remaining nine sites were identified as immersion strategy programs which substantially met the study selection criteria (see Table 3). The discussion following describes the specific procedures and results of the site selection.

Table 3

Immersion Strategy Program
Telephone Survey Selection Criteria

1. Subject matter instruction is designed to teach English.
2. All formal instruction is in English.
3. The primary language is not used for formal instruction but is used on an informal, as needed basis.
4. Teacher is trained in language development (e.g., holding a bilingual or ESL credential).
5. Teacher is bilingual in the LEP students' primary language.
6. There are at least 60 children per grade level.
7. Project classrooms have LEP students who speak the same primary language.
8. There is a bilingual program available for comparison.

National telephone survey: procedures. A number of people in different capacities helped to identify immersion strategy programs for language-minority children. Personnel in SEAs, bilingual educators, and members of bilingual program support agencies and educational administrators and organizations were contacted first by telephone and then by mail.

In all, 106 individuals were contacted over a period of six weeks through 424 calls. More than half (n = 57) of those contacted were State Education Agency personnel from every state in the union and

Puerto Rico, usually state bilingual program directors, state superintendents, state bilingual program consultants, or state migrant education and ESL specialists. About one-fourth (n = 28) of those contacted were bilingual educators such as members of education associations and local education agency directors of bilingual programs.

Personnel from bilingual program support agencies (n = 13) included directors of bilingual education multifunctional service centers, bilingual education service centers (BESCs), the National Clearinghouse for Bilingual Education (NCBE) and the Center for Applied Linguistics (CAL). Also contacted were education organizations (n = 8) such as SER-Jobs For Progress and the Mexican-American Legal Defense and Educational Fund (MALDEF). Appendix A includes a complete list of the primary telephone contacts.

During the telephone interview, staff explained the purpose of the study and asked about the existence of immersion strategy programs, as defined above. A record was made of each call. Referrals to possible immersion strategy sites were noted as well as referrals to other individuals or agencies that might have relevant information.

Generally, three or four telephone calls were necessary to reach an individual. Telephone conversations usually lasted around 10 minutes; however, in some instances, they lasted about 20-25 minutes. Where a potential site was located, gathering minimal background information usually required more than an hour.

All telephone calls were followed by letters thanking the individual for their time and assistance. Included with the letter was a brochure describing the study in more detail as well as a referral sheet (and a self-addressed stamped envelope) inviting the individual to update or expand on the information provided in the telephone call. Appendix B contains a sample of the letter sent, the brochure, and the referral sheet.

Telephone survey: results. A total of 91 programs in 29 states were identified through the national telephone survey as being possible immersion strategy sites. Of these, however, 31 were ultimately excluded from the group of programs to be visited because the initial contact person was familiar with the program and indicated that it did not meet the selection criteria. Therefore, program staff were not contacted in these cases. In 60 other cases, the individual supplied enough information about the program to make it clear that the site would warrant further review (see Table 4). They also provided names of program staff members who could explain the program in more detail.

Table 4

Telephone Survey Results

Total Referrals	Total Rejected	Total Accepted For Secondary Review
91	31	60

Secondary Telephone Survey

For the 60 sites which appeared to warrant further review, study staff conducted a second telephone survey. This survey identified 30 of the programs as essentially ESL programs for multi-language populations, 20 as TBE programs, one as an all-day ESL program, and nine as immersion strategy programs according to the study's definition.

Study staff telephoned program staff or others familiar with the program at each of the 60 potential sites. Where a written description of the program was available, this was requested and reviewed to determine whether or not the program had potential usefulness to the study. If no current written materials were available, enough information was obtained over the telephone to determine how the program operated. In

some cases, information about a particular program was elicited from more than one respondent. All telephone conversations were kept as brief as possible. While conversations were structured, much needed detailed student, program, school, and community information was not readily available to those interviewed. For this reason, parallel information was not obtained for all of the programs. It is possible, however, to describe some aspects of each program. This information offers insight into both the kinds of programs nominators tended to think of when they were consulted about immersion projects and the kinds of non-Title VII programs that are currently in existence around the country.

Mainstream with ESL. Of the 60 programs surveyed in-depth, 30 dealt with multiple-language (often refugee) populations where pupils spent most of the day in mainstream classes with a block of time set aside for ESL instruction (see Table 5). In these programs, neither the classroom teachers nor the ESL teachers spoke the students' primary languages, although there were usually bilingual aides or tutors who were able to provide assistance to the language-minority students.

Table 5

Results of Secondary Telephone Survey

Mainstream with ESL	TBE	Immersion Strategy	ESL All Day
30	20	9	1

The majority of the students in these programs were Asian refugees, although most of the programs also served refugee children from at least one other geographic area such as South America, Eastern Europe, or Africa. Some programs also included resident populations of language-minority children; more often, however language-minority children did

not live in the district or were served by another program (transitional or maintenance).

In these 30 programs, students received instruction in English out of necessity rather than choice. The complexity of the teacher's language was not tailored to their English language abilities. Rather, children were placed in mainstream classes with teachers who had little or no knowledge of their primary language or of their cultural backgrounds. Students in these programs usually received up to two hours a day of ESL, either in a special lab or language center or from an itinerant teacher. Almost all programs used aides or teacher's assistants who spoke the students' primary languages. Depending on the program, aides' duties could include classroom translation, teaching ESL, administering tests, making evaluations for special education, translating at parent conferences, or to making home visits. Often aides were in university training programs which would eventually lead to teaching credentials, and many of them had been certified teachers in their native countries. These programs were generally not funded by Title VII. Most received some form of funding targeted toward refugee populations, but were primarily locally funded.

Transitional Bilingual Education (TBE). Although initially recommended as having an immersion strategy program, 20 of the nominated programs turned out to be transitional or maintenance bilingual education programs for Hispanic or Native American children; in each, varying proportions of the curricula were taught in the students' primary language rather than in English. One program with a mixture of elements was in a small school district in which about half the students were Hispanic. Of these students, only about one-third were LEP while over half were English-dominant. The program was voluntary for Hispanic students, who could enter at the kindergarten level and stay in the program until they graduated from high school. Program classes followed the regular English curriculum, except for 40 minutes of daily instruction in Spanish. The classroom teachers, too, translated for the LEP

children as necessary. If a teacher found that a particular child needed too much translation, the child would be assigned to an ESL teacher for daily pull-out. By junior high school the program had become a maintenance program, where students could take courses in Spanish literature and culture but no longer received special ESL instruction. All of the program teachers were Hispanic and about half had a bilingual endorsement.

ESL All-Day. One program was an intensive ESL program lasting all day. In this program, Spanish-speaking junior high students attended one of three residential schools for a total of 45 days. The students' academic and social life was built around activities requiring English. While in these schools, students' oral English language development was emphasized. Content areas such as math, science, and social studies were used to teach English. The students watched television programs in English and listened and danced to English-language records. After the students completed their stay, they returned to their regular classrooms where Spanish was the medium of instruction. Students generally took an English course during the school year. Because all school, community, local government, and business transactions were conducted in Spanish, school was the only place where they could develop English language skills.

Immersion. Seven sites which might have proved appropriate for inclusion in the study were excluded because they were serving primary language groups (French and Native American) that were numerically too small to be fiscally relevant in designing national policy, and no geographically contiguous control groups were available for these seven programs. In one of the seven sites--an immersion strategy program--the teachers did not speak the students' primary language but an aide did.

One such program, for example, served Native American children who spoke Lakota, the second largest Native American language group in the United States. The program included all the children in the school,

which was located on a reservation. All the children spoke Lakota and over 95% were LEP. Classes were conducted in English whenever possible using locally-developed, culture-based materials. In the morning Lakota aides worked in the classroom to interpret or help conduct lessons. Over half the classroom teachers were also Lakota and were able to help the students with language problems. Only an AA degree was required for teaching certification in this setting, and program staff had encouraged the local community college to emphasize linguistics in its education courses.

As can be seen from these examples, all of the nominated programs were interesting and some had many, if not all, of the elements sought in the immersion programs to be included in the study. None, however, met all of the selection criteria and served a large enough language group to ensure the requisite number of sites and students. Even those programs which did seem to meet this definition proved to be serving numerically small language groups and lacked nearby transitional programs which could have been used for comparison.

Sites Referred by U.S. Department of Education

Twelve sites were listed in the Request for Proposal for the Descriptive and Longitudinal study of Immersion Programs for Language-Minority Children. Of these, six were eliminated during the telephone surveys and six were identified for a site visit to gather more detailed information about their immersion strategy programs. One of the six sites scheduled for a visit actually operated a transitional bilingual program, but the site was included because district and community personnel had begun discussions about piloting an immersion strategy program with kindergarten children in September, 1984.

Of the six sites eliminated, two could be better characterized as regular mainstream programs with an ESL pullout component. Two other sites operated a transitional bilingual education program where the

students were taught in their primary language until they acquired enough English to move into a regular English mainstream program. Of the two remaining sites, one was the previously cited 45-day intensive ESL training and the other abandoned its immersion strategy program and resumed a bilingual program when a new district superintendent came into office.

Limitations

Government regulations and consideration for future contacts restricted the amount of information that could be obtained. Office of Management and Budget limitations on the collection of standardized information precluded in-depth interviews. Within these data collection constraints, project staff developed a checklist of information to be collected from each site (see Appendix C). The data that were collected for each site required, on the average, over an hour's telephone conversation and a two-day visit. The information collected was that which was immediately accessible to school personnel. Gathering more extensive data (e.g., level of funding of immersion strategy programs, per-pupil expenditure) would have resulted in greater intrusion on key program staff and would have jeopardized future contacts. Finally, only three of the nine sites had available a written description of its program, so that the site selection was based primarily on data collected over the telephone and through site visitations. Despite these restrictions, the breadth of data collected for the Description of United States Immersion Programs is comprehensive enough to describe the critical components of existing immersion strategy programs.

Immersion Strategy Programs Selected for Study

Site visits. As a result of the telephone surveys, nine immersion strategy program sites were identified as appropriate for further study and visits were scheduled. The superintendents and site coordinators at these sites were sent a letter requesting permission for SRA staff to

conduct a two-day site visit for the purpose of observing first-hand the immersion strategy program implementation. The letter was followed by a telephone call to the superintendent and site coordinator. The call provided an opportunity to clarify any questions site personnel may have had and to assure them that the visit did not commit them to participating in the study. Dates for site visits were agreed on and a schedule for classroom visits was discussed.

All the site visits were conducted by the Project Director and a senior staff member. Generally, the first half of day one was devoted to meeting with the site coordinator and, whenever possible, with the district superintendent. At this time, project staff presented an overview of the immersion study and discussed specific questions pertaining to the study's design, for example, the number of sites to be included and the number and grade level of students to be studied. Also, during this meeting the site coordinator explained how their immersion strategy program was being implemented. A few of the site coordinators had prepared materials such as a written description of the program, demographic data on the district, and interim evaluation reports. In most cases, where written descriptions were not available, the site coordinator discussed the program in more detail than had been possible during the telephone interview. The SRA staff referred to the Checklist: Site Fact Sheet to record information provided about students, teachers, classrooms, schools, the district, and the community.

Within each site, project staff visited various classrooms to learn first-hand about the implementation of the immersion strategy program. The number of immersion strategy classrooms visited at a particular site varied according to the number of schools with immersion stratgy programs, the participating grades at each school, and the distance between schools. At one site, for example, one school had implemented an immersion strategy program in five kindergarten and seven first grade classes. In this case, SRA staff observed all 12 classrooms, either as a team or individually. Another site operated its

immersion strategy program in 12 kindergarten and 12 first grade classes in six schools located in different parts of the district. Here, SRA staff observed only three of the project schools. Background interviews with Project Directors, however, confirmed that the school sites represented the total project, as indicated by information about student, teacher, administrator, classroom, and community characteristics.

Although class observations were brief, they were sufficient to allow SRA staff to observe (a) teacher and aides working with individual, small group, and whole class instruction, (b) instructional materials, (c) lesson plans, (d) student assignments, (e) scheduling, and (f) classroom management. Project teachers were not interrupted by the SRA staff during the observations; instead, the team interviewed teachers, individually and in groups, during recess or lunch or after school. The principal generally arranged for group meetings with project teaching staff.

At the group meeting, SRA staff presented an overview of the Longitudinal Immersion Study. The major portion of the meeting was directed to an in-depth discussion with teachers about how the immersion strategy program was implemented at their school site within classrooms, within grade level, and if appropriate, across grade levels. Project teachers described how their immersion strategy classroom differed from a regular mainstream classroom, how they made lessons comprehensible to LEP students, the use of Spanish in the classroom, the criteria for grouping students, and homework assignments. They also discussed other subjects such as the use of commercial and teacher-made materials in each of the subject areas, coordination of instruction, college courses and district in-service sessions which had helped them in teaching in an immersion strategy program, previous teaching experience, and any questions they had about the study. The teachers were generally surprised that their school was one of only nine sites with English immersion strategy programs.

At the end of each visit, SRA staff met again with the site coordinator and/or superintendent. The purpose of this exit interview was to allow district personnel to review the study objectives and procedures as well as to answer any specific questions they might have. SRA staff pointed out the services available to participating districts such as free evaluation consultation, a yearly evaluation report, staff training, assessment of students' oral language, and feedback on teacher and classroom observations. Site coordinators were generally pleased with the idea that they might be asked to participate in the study.

The exit interview also provided an opportunity to identify those areas which would require attention to integrate local evaluation efforts with those of the Longitudinal Study. Possible options were discussed which would address those concerns. Other concerns expressed by district peronnel focused on the amount of time required for testing, local autonomy over the district's own evaluation efforts, and use of SRA data for local reports. Site administrators were assured that these concerns would be resolved and set forth in letters of understanding with study participants.

After the site visits, SRA sent letters of appreciation and, subsequently, a draft of the project description to each of the nine sites. Site administrators were asked to review the draft for accuracy and completeness. These reviews resulted in only minor changes to the summary descriptions. Final drafts were then prepared, incorporating the recommended changes.

Characteristics of Sites Selected for Study

The remainder of this report addresses specific characteristics of the nine immersion strategy programs invited to participate in the study. These characteristics describe: students, teachers, classrooms, school sites, districts, and communities. Understanding the nature of each of these aspects at each site is critical to understanding fully the nature of the instructional program itself.

The descriptive information provided below represents only the data collected from the nine sites identified as having immersion strategy programs. Of the nine sites, five had also been listed in the RFP. All the site visitations were conducted in January, February, March, August, and October, 1984. Table 6 lists the number of participating language-minority students at the kindergarten level at each site.

Table 6

Immersion Strategy Sites

	Site								
	A	B	C	D	E	F	G	H	I
# of K classes	5	12	6	2	7	0	6	6	10
# of K students	100	300	150	50	78	0	135	120	200

Students. Immersion strategy programs are provided to kindergarteners on a three-to-four-year pilot basis. Four of the seven programs start with a cohort at the kindergarten level and will continue into the second or third grades, each year adding a new kindergarten cohort. Four other sites implemented their immersion strategy programs in grades kindergarten through fifth from the beginning of the program. While one site has no immersion strategy kindergarten classroom, most have five or more. In some cases, immersion strategy programs replaced existing bilingual education programs.

One of the programs, the Follow Through Program in Site F, has been in operation for the last 16 years, but is implemented only in grades 1-3. All entering kindergarten LEP students are assigned to transitional bilingual education classrooms. At the beginning of the first grade they are assigned to either the Follow Through Program or the regular transitional bilingual educational program.

Spanish is the primary language of the language-minority children participating in all of the immersion strategy programs that were visited. This was a result of site selection procedures which call for comparisons of immersion strategy programs with early-exit and late-exit bilingual programs. Because the majority of Title VII bilingual programs have been implemented in districts with large Hispanic student populations, geographically contiguous control groups are available for the immersion strategy programs for this language group only.

On the average, the limited-English-proficient students represent about two-thirds of the total school site population. In most cases, program participants are homogeneously grouped in self-contained classrooms with an average of about 26 students per class. In some instances, the number of LEP students is too small to form a complete class and FEP students are included in the immersion strategy classroom. At one site where the program started in mid-year, some FEP students' parents preferred to have their children stay in the newly formed immersion strategy class. At two sites, the immersion strategy program is made available to both LEP students and other students who need oral language development.

Available mobility data indicate an annual attrition rate of 5% to 15% in four districts and 30% to 40% in three others. The higher attrition rate in these latter districts varies from school to school depending on such factors as the SES of the community; for example, families with seasonal work will tend to move more often. Also, in areas which are undergoing redevelopment, high-rent housing is replacing older, low-rent housing. Low-income families who cannot afford the increased rents tend to move out. It appears that when families do move, however, they move within the school district. Sometimes students who moved from one school at the beginning of the school year return to the same school at the end of the year.

Students are identified as LEP based on the results of a home language survey and an oral English language proficiency test. Except for Site B, all the sites use the Language Assessment Scale (LAS) to measure oral English language proficiency. Students who score below the district's specified English proficiency level on the language proficiency test and/or below a specified percentile on a standardized achievement measure are eligible to participate in an immersion strategy program. With the exception of Site F, students are randomly assigned to immersion strategy classrooms at each school site. In Site F, teacher recommendations based on student performance in kindergarten determines whether a given child will, in the first grade, participate in the immersion strategy program or continue in the traditional early-exit bilingual program. Parents may choose, however, to enter their children into the immersion strategy program or withdraw them from it.

Criteria for transferring out of an immersion strategy program vary according to site. All sites rely on students' scores on a language assessment test. Some use achievement scores on standardized tests, or a combination of test scores with recommendations from a language proficiency assessment committee.

Local evaluation of immersion strategy programs consists of comparisons of English language proficiency scores and achievement data for students in immersion strategy programs and those in early-exit bilingual programs. Achievement test data are collected annually using norm-referenced and criterion-referenced tests.

Teachers. In seven of the immersion strategy project sites the district requires teachers to be certified in bilingual education, ESL, or to be working toward certification in one of the two specialization. The two remaining sites do not require teachers to have either type of certification; however, one site requires resource teachers to be ESL certified, while the other site requires that teachers have ESOL (English to Speakers of Other Languages) training. All participating

immersion strategy project teachers are volunteers. Each site offers continuing training in strategies of teaching English as a second language. In three sites most teachers are Hispanic, while teachers in the remaining six sites include Hispanics, blacks, and Anglos. Teachers' experience includes an average of about seven years in bilingual classrooms and one to two years in immersion strategy classrooms.

Language instruction. In the immersion strategy classes, instruction is almost entirely in English, although Spanish is used up to 50% of the time for about the first six weeks of school. This allows LEP students to feel comfortable in classroom settings and start producing English. After this initial period, Spanish is used informally only when necessary as in a crisis situation (e.g., accident) or when needed for clarification. Two sites have 30 minutes for Spanish instruction each day. One of these is under a LAU agreement with the Office of Civil Rights to provide primary language instruction. At these sites, primary language instruction consists of oral Spanish language activities such as songs and games. Students in all of the sites are free to use Spanish in the classroom, on the playground, among themselves, and when speaking with teachers. Teachers, however, will usually respond in English.

Instruction at the kindergarten level stresses oral language development, using pantomimes, visual activities, and songs to introduce English. By the first grade, limited-English-proficient students still receive guided practice in English, along with instruction in reading, writing, and mathematics. Four sites have instructional aides for at least part of the day; the aides provide small group instruction and numerous opportunities for using English.

School/district. The total student enrollment (K-5) of school sites with immersion strategy programs ranges from approximately 600 to 900 students. One school site has an enrollment of 1,310 students in grades kindergarten through eight. Language-minority children comprise

from one-third to 100% of the total enrollment in the various school sites.

In all instances, the immersion strategy programs were initiated by an administrative request from the local school board of education and/or school administration. A lack of bilingual teachers and the cost of services to language-minority students are cited as the primary reasons for piloting the immersion strategy program. Some sites' interest in an immersion strategy program also lies in the fact that the school is the only place where students have an opportunity to hear, speak, and learn English. Through an immersion strategy program, project staff hope to provide LEP students with an optimum environment for learning English and improving academic achievement.

Six of the projects are supported by district and state funds, while one (the Follow Through Program) is supported by district and federal Head Start funds. The six project sites expect to receive state funding for one or two more years. Five of these sites, all located in one southwestern state, are participating in a pilot study of immersion strategy programs. The other site with state funding is unique in its state and is conducting its own pilot study of the effectiveness of immersion strategy programs. For the most part, the programs are so well supported by project teachers and principals that if state funding were terminated, local staff would probably continue the immersion program with only district funding. What would probably suffer would be the amount of staff development available to teachers.

Community. Little information is available at this time on community characteristics. Six sites are in one southwestern state, two are in a western state, and one is in the eastern United States. Except for one site located in a small rural community, project sites are primarily in medium to large urban settings, all with substantial Hispanic populations. The parents of project students in the southwestern state are generally blue-collar or seasonal workers. Many are recent

immigrants from Mexico who have come to the U.S. in search of jobs and better economic opportunities, particularly in areas along the U.S.-Mexican border. Spanish is the primary language spoken at home and in the community.

The site in the eastern part of the United States differs socially, economically, and politically from the other sites. The Hispanic community is very diverse representing a large Cuban population as well as Puerto Ricans, Mexican American migrants, and Central and South Americans. The Cuban population is composed of relatively recent refugees who have left their country for social or political reasons. The immigrants of the 1960s generally had business or professional training, while most of those who came in the 1970s were unskilled. There is a diverse economic representation in the Cuban community ranging from doctors, lawyers, accountants, and teachers to blue-collar workers. Parents of project students are mostly blue-collar.

Parent involvement in the immersion strategy program is generally confined to an orientation session describing the project to be implemented, or more usually, which had already begun. Although community involvement has been limited, one site reports parental involvement in making instructional materials, grading papers, and tutoring.

On what basis should the sites be selected for inclusion in the Longitudinal Study of Immersion Programs? The basis for selecting sites will be the degree to which sites meet the operational definition of immersion strategy programs and the criterion for geographic spread. The primary selection criteria of an immersion strategy program are: (a) the teacher uses English exclusively for instruction; (b) the teacher's use of Spanish is informal, such as explaining directions; (c) content areas are used to teach English; (d) English is used to teach content; (e) students are free to use Spanish among themselves and with the teacher; and (f) the teacher is bilingual.

Within a project site, if the number of project schools and students exceeds the number needed, secondary selection criteria will be used. The secondary selection criteria of an immersion strategy program are: (a) explicit program organization, (b) program administration, (c) articulation within project staff, with minimal monthly meetings, (d) defined skills, and (e) ongoing assessment of student progress.

If the number of project schools and students exceeds the number needed after applying the secondary selection criteria, project schools and students will be randomly selected. Tables 7 and 8 illustrate the extent to which the nine sites meet the primary and secondary site selection criteria.

Table 7

Primary Site Selection Criteria

Criteria	Site								
	A	B	C	D	E	F	G	H	I
(a) The teacher uses English exclusively for instruction	X	X	X	X	X	X	X	X	X
(b) Teacher use of Spanish is informal, such as giving a direction	X			X	X	X		X	X
(c) Content is used to teach English	X	X	X	X	X	X	X	X	X
(d) English is used to teach content	X	X	X	X	X	X	X	X	X
(e) Students are free to use Spanish among themselves and with teacher	X	X	X	X	X	X	X	X	X
(f) The teacher is bilingual	X	X				X		X	X

Table 8

Secondary Site Selection Criteria

Criteria	Site								
	A	B	C	D	E	F	G	H	I
(a) Explicit program organization	X	X		X		X	X	X	X
(b) Program administration	X	X	X	X		X	X	X	X
(c) Articulation within project staff, minimally monthly meetings	X	X				X		X	X
(d) Defined skills	X	X		X		X		X	X
(e) Ongoing assessment of student progress	X	X	X	X	X	X	X	X	X

Conclusion

The nine site visits provided information on what is, in effect, the universe of immersion strategy programs which meet the selection criteria. The small number of such programs is not surprising, given to what appears to be the effect of the proposed Lau remedies on Title VII funding policy. The findings are:

- There is a sufficient number of potential project sites in which to conduct the longitudinal study, and the numbers of students participating in most sites is more than adequate.

- In more than half the sites, the attrition rate is low enough to make it both feasible and cost-effective to double the sample size from 60 to 120 per cohort.

- The longitudinal study should begin with entering kindergarteners and first graders who were in the program the previous year. Having two cohorts instead of one would allow for a better assessment of treatment effects. Apart from the benefits of greater sample size, the use of two cohorts would (a) allow for the study of children in the fourth and fifth grades as well as those beginning in kindergarten and (b) would allow for two sets of data for several grades, such as first, second, and third. By this means, the study becomes, in a sense, its own replication. The use of two cohorts would also allow the monitoring of students in mainstream programs (once they have exited the program) for at least two years.

- There is considerable uncertainty about the exact nature of immersion strategy programs for language-minority children as revealed by our nationwide survey. Sites referred to us as examples of immersion strategies in fact employed approaches ranging from transitional bilingual education to regular programs with pullout periods for ESL instruction to traditional "sink-or-swim" immersion programs. In all, only nine sites met the selection criteria for participation in this study of immersion strategy programs for language-minority children; their characteristics are described in the following pages, with the sites referred to by letter codes to preserve their anonymity.

SITE A

Community Data

Where is the site located? Site A is located in an urban city of approximately 70,000. Of this total, approximately 85% are Hispanic, 14% white, and the remainder 1% Asian or black. The city's population doubled in the last 10 years, with the largest growth occurring during the last five years when the Mexican economy suffered a severe crisis. If this growth continues, it is projected that by the end of the next five years the student population will be 90-95% Hispanic.

This city is known for its large foreign-trade zone and for serving as a home for thousands of winter visitors. It is situated in the heart of the largest citrus fruit producing area in the state, and the citrus industry provides a major source of employment for the Hispanic community. Last year this area suffered a major setback when freezing weather destroyed the crop, forcing farmers to cut or uproot many trees. As a result, unemployment climbed to 50%, and is expected to remain at a high level for the next three years until the citrus trees are ready to produce fruit again.

The Hispanic community in this border city relies almost exclusively on Spanish for its daily social and business transactions. The residential area where the project school is located is one of the oldest and poorest in the city.

How is the community involved in the program? Generally, parents and other community members are involved in the program as classroom aides where they assist teachers in non-instructional activities. At the beginning of the school year, parents are not aware that their children will be attending a kindergarten with an immersion strategy program. Once they learn about the program, they are pleased that the quick acquisition of English is one of the goals of the program.

Parents want their children to learn English so that they can do well in school and obtain jobs when they are older.

District Data

What is the overall organization of the program? The director of the Language Response Program at Site A is responsible for the bilingual education program as well as the immersion strategy program. Currently, the immersion strategy program operates in only one school. The director works closely with the project school's basic skills facilitator who is responsible for the program's implementation.

The project school has a transitional bilingual education program in grades 2 through 5. As the immersion strategy program is implemented in each successive grade, the bilingual program will be discontinued.

Why did the district start an immersion strategy program? In 1981, State Senate Bill 477 allowed school districts to pilot alternatives to transitional bilingual education. District personnel at Site A realized that in order to develop LEP children's English proficiency, they needed to increase efforts in second language development. As a result, Site A submitted an application to the State Education Agency (SEA) for a pilot immersion strategy program. In 1982, the SEA granted approval to Site A to begin a four-year immersion strategy program.

What are the major instructional goals of the program? The two major instructional goals of the immersion strategy program are the rapid acquisition of English as measured by students' scores on the Language Assessment Scale (LAS) and basic skills achievement by the second grade as measured by students' scores at/or above the 40th percentile on the California Achievement Test (CAT). In the district's own evaluation, pilot project students' English language and achievement scores are being compared to those of students in transitional bilingual education programs.

Last year's kindergarten children showed gains in oral English proficiency as measured by the LAS. The LAS mean score for kindergarten children in the immersion strategy program was a third higher than for district kindergarten students as a whole.

The district offers in-service training throughout the year to teachers in a variety of areas, including ESL, second language acquisition, linguistics, culture, and total physical response techniques. The teachers are free to choose the areas which most interest them.

School Data

What federally- or state-funded programs are available at the school? The project school has Chapter 1 and Special Education funds. Approximately 40% of the LEP students in the immersion strategy program are eligible for services provided by the Chapter 1 teacher, especially oral language development. A Special Education teacher also provides oral English language development to about five project students who have been identified as needing special assistance in language development. In sum, services to project students are coordinated with those available in non-project programs.

What is the average pilot classroom size? An effort is made to keep class sizes small in the project school. The average pilot program classroom size is about 18 to 20 students at the kindergarten level and 20 to 21 students at the first grade level. Most regular mainstream and transitional bilingual education classes have about 25 to 27 students per class.

What is the socioeconomic status of families in this school site? Approximately 97% of the students come from low income families. These children are eligible to participate in the free or reduced price lunch program.

Student Data

Who does the program serve? The immersion strategy program was implemented last year at the kindergarten level with 100 students and currently enrolls approximately 240 Hispanic limited-English-proficient students in kindergarten and first grade. Five kindergarten classes and seven first-grade classes are participating in the project. Next year second-grade students will be added to the project, and in the fourth year, third-grade students. At the present time, second- through fifth-grade limited-English-proficient students participate in TBE programs.

The project school's enrollment is about 850 students. Spanish is the primary language used at home and in the community so that, from day to day, students may only rarely use English outside the classroom. There is a 15% mobility rate at Site A which has a total enrollment of 18,000 students.

How are students identified as LEP? The school uses the Home Language Survey and the Language Assessment Scale (LAS) to determine each student's proficiency in English. In the spring, future kindergarten students are tested using the LAS. The students not tested at this time take the test in the fall.

How are students selected for program participation? Kindergarten students generally score below 75 on the English LAS pretest. As a result of this finding, the district now places all kindergarten students at the project school in the immersion strategy program.

What kind of student test data are available? Current available test data are limited to oral English language proficiency test scores (LAS). Beginning in the second grade, project students will take two criterion-referenced tests, the Prescriptive Reading Inventory (PRI) and the Diagnostic Math Inventory (DMI). In the spring, second-grade students will also be tested with the reading, language arts, and math

subtests of the California Achievement Test (CAT), a norm-referenced test. Starting in the first grade, students also take the MacMillan Competency Test, an English reading competency skills test, for placement in English reading classes. Two other tests are administered to second grade students--Otis-Lennon and The Raven. These tests are used for placement of students in the gifted program. The state's Assessment of Basic Skills (ABS) test is administered to all third, fifth, and ninth grade students in the state. Teacher-made CRTs are used regularly to assess student performance on the ABS and CAT objectives.

How do students transfer out of the program? Students are screened out of the program based on a committee's recommendations. Students' scores on the CAT and the LAS are reviewed. If a student falls below the 24th percentile on the CAT, the student continues in the immersion strategy program. If a student scores between the 24th and 39th percentile on the latter test, teacher and parent input is considered. If a student scores at or above the 40th percentile on the CAT, the student is exited from the immersion strategy program.

Classroom Data

What is the class composition? The kindergarten pilot project classrooms consist of approximately 20 limited-English-proficient students each. First grade classrooms have a mixture of LEP and non-LEP students.

How are students grouped? Teachers generally group students according to English language proficiency and achievement. Instruction at the kindergarten level is done through learning centers; for example, English center, book center, fine motor, art, dough, housekeeping and game centers. It generally takes the children two weeks to get used to the centers. At the first grade level, a combination of small group and whole class instruction generally takes place.

What materials are used in the classroom? Some of the materials used by the teachers include MacMillan Picture Times, Continental Materials, ROCK Steps to English, Houghton-Mifflin, Lippincock, and MacMillan Scope and Sequence for reading and math.

How does the immersion strategy classroom differ from the mainstream classroom? Pilot project teachers report spending more time on oral language development and vocabulary building than do teachers in monolingual English classrooms. They use the total physical response approach and show more concrete objects. Teachers stressed the importance of a variety of activities for language development. The teachers believe that their own learning through experience has been much more useful to them than their college teacher training courses. However, they do report that ESL courses have been helpful to them.

How is the primary language used in the classroom? Instruction in the immersion strategy classroom is carried out entirely in English. At the beginning of the school year, some kindergarten teachers report using Spanish for about six weeks. The curriculum is not structured at this time. The goal is to make children feel comfortable in the classroom. After six weeks in the program, kindergarten children are able to function in the classroom. The students can use Spanish in the classroom with other students and with the teacher, although the teacher will usually respond in English.

Are instructional aides used in the classroom? There are no instructional aides in the immersion strategy classrooms. There is, however, a strong volunteer program consisting of parents and others who help the teachers in non-instructional activities such as grading papers and running off dittos.

Teacher Data

What are the characteristics of ISP teachers? There are 12 teachers in the immersion strategy program, five in kindergarten and seven in the first grade. Except for one teacher, all are certified in bilingual education, a district requirement. The one teacher who is not bilingually certified is working toward certification. Of the 12 teachers, 10 are Hispanic and two are Anglo. Bilingual teaching experience among teachers at this site averages from five to six years. Generally, kindergarten teachers can build on their experiences in the pilot project classroom the previous year. First grade teachers are in their first year of the program. The teachers stressed three factors in teaching in an immersion strategy program: (a) a strong belief in this approach, (b) experience in a pilot program, and (c) feeling comfortable teaching in English.

There are also three resource teachers funded by Chapter 1, Migrant Education, and Special Education. None of the resource teachers are bilingually certified. The Chapter 1 teacher focuses on oral language development of students who scored a 1 or 2 on the LAS and who have not been in a single language instructional classroom. The migrant teacher works with migrant children in developing their oral language and reading skills. As discussed earlier, the Special Education teacher works with some project students on language development.

Who coordinates the program and how? The project school has a basic skills facilitator whose main responsibility is the improvement of basic skills instruction. The facilitator holds weekly meetings with the teachers to coordinate the implementation of the immersion strategy program. She reviews the ABS objectives taught for reading and math units during the previous week. The facilitator also assists in placing students in proper programs, and with the selection of instructional supplies, materials, equipment, and textbooks, and the evaluation, development, and improvement of courses of study and instructional activities.

Conclusion

The immersion strategy program at Site A meets all of the primary site selection criteria. The teachers are certified in bilingual education or are working towards certification. They use English exclusively for instruction and resort to Spanish only when necessary, such as in giving directions. The students are free to use Spanish among themselves and with the teacher, although the teacher usually responds in English.

Site A will be recommended for participation in the Longitudinal Study. The number of project students entering kindergarten satisfies the number required (n = 100) for the study. Approximately 100 students enter kindergarten each year, and about 11 students leave by the end of the year. As a result of the mobility rate, the number of first grade students who were in the pilot project kindergarten classes is slightly less than the number required for the study. The district has indicated an interest and willingness to expand the number of kindergarten students participating in the program for FY 84-85.

SITE B

Community Data

Where is the site located? Site B is located in an urban city of approximately 100,250 residents, 92% of which are Hispanic and 8% Anglo. The city is a major port of entry into Mexico, which has 200,000 inhabitants in the border town. The major source of employment for the majority of the community is in industry and manufacturing. More recently, new businesses are setting up twin plants on both sides of the border. For example, car parts and plastics manufactured in the Mexican border town with Mexican minimum wages are brought to the assembly plants and warehouses across the border. Oil field companies and import/export businesses are other sources of employment.

The Hispanic community in Site B uses Spanish in its daily social and business transactions. Use of English is rare. Most of the schools in the area continue to enroll new, non-English-speaking students as immigrants and their families arrive daily from Mexico.

How is the community involved in the program? There is little community involvement in the immersion strategy program. Parents are offered an orientation meeting describing the program and may attend school programs where their children perform.

District Data

Why did the district start an immersion strategy program? District personnel at Site B believed that in order to develop LEP children's English proficiency, they needed to emphasize second language development. The district's staff were aware of other immersion strategy programs serving LEP students. An application was submitted to and subsequently approved by the State Education Agency (SEA) for a four-year pilot immersion strategy program. The district's staff contacted

principals who were willing to try this approach. Six schools were selected to pilot the immersion strategy program. This program is funded by both the district and the state.

What are the major instructional goals of the program? The pilot immersion strategy program is in its second year of implementation. The major instructional goals are a quick and successful acquisition of English by LEP students and improved academic achievement. The teachers follow the district's English Language Immersion Guide to help them accomplish these goals.

What is the overall organization of the program? The director of bilingual education at Site B is responsible for the immersion strategy program. Reporting to the director are four district supervisors who work with bilingual program teachers in 20 schools, including the teachers in the six pilot project schools. The supervisors ensure that pilot project teachers understand the program's objectives and adhere to them. They provide the teachers with five days of pre-service and in-service training during the year, and they coordinate the monthly in-service training provided through the multifunctional service center. Schools with pilot projects also have transitional bilingual programs serving the same language and grade level groups of LEP children. Parents can choose to place their children in either program. Because of this simultaneous TBE program, the program at Site B is termed a "partial" immersion strategy program.

School Data

What federally- or state-funded programs are available at the school? All schools in the district with pilot immersion strategy programs also have Chapter 1 funds. About a third of the LEP students are eligible for services provided by a Chapter 1 teacher or teacher aide. These services include oral language development, math assistance, supplementary reading instruction, and guidance and counseling.

Some schools also have Title I funds for migrant education, special education, and programs for gifted and talented students. The schools have a very stable and growing population; because only a small percentage of the project students are from families defined as migratory, the school has little migrant funding. The gifted and talented program is generally available to students in grades 4 and 5, so that the project students in grades K through 3 are not eligible to participate.

What is the average pilot program classroom size? The district tries to keep class sizes small in the project schools. The average pilot program classroom size is between 22 to 25 students, compared to 25 to 27 students in regular mainstream and transitional bilingual education classes. In most project classrooms, all the students are limited-English-proficient; in some, however, up to one-third of the students are fluent English speakers who will not be included in this study.

What is the SES of families in this school site? The students come from homes with low SES. Over three-fourths of the students participate in the free or reduced price lunch program.

Student Data

What types of students enroll in the program? The immersion strategy program is being piloted in six schools, including 12 kindergarten and 12 first-grade classes. Each school has two kindergarten classes and two first-grade classes, each composed of approximately 25 Hispanic students, most of whom have limited proficiency in English. The immersion strategy program at Site B serves 600 students. Next year, the program will be expanded into the second grade and will serve a total of 900 students in grades K-2.

Despite continuing enrollments of recent immigrants, the student population at Site B is very stable with less than a 5% mobility rate.

There is a mixture of students who are recent immigrants from Mexico and those who were born in the U.S. Spanish is the primary language used at home and in the community, so that opportunities for children to use English outside of school are rare.

How are the students identified as LEP? The students are identified as limited-English-proficient (LEP) based on the Home Language Survey and their scores on Form I of the Primary Acquisition of Languages (PAL) test, an oral language dominance measure administered in grades K through 3. If their scores fall below the fifth level on the PAL test, the students are identified as LEP.

How are students selected for program participation? LEP students are randomly assigned into the partial immersion strategy program. Those who are not assigned to the project classrooms are enrolled in the district's Bilingual Core Curriculum Program, a transitional bilingual education program.

How are students screened out of the program? Every school has a Language Proficiency Assessment Committee (LPAC) which determines when a student is ready to leave the immersion strategy program and enter an English-only, mainstream classroom. For example, second-grade students are transferred out of the immersion program when they score at or above Level 5 on the PAL test and at or above the 40th percentile on both the reading and language subtests of the California Achievement Test (CAT). District measures are also used to determine whether a student is ready to enter a mainstream classroom. These measures include a district-developed checklist based on House Bill 246, the state's curriculum bill, and a local competency education guide which focuses on oral language, reading, and math. The guide describes performance objectives and activities and provides specific tests of student achievement. In addition, third-grade students must master educational objectives based on the state's Assessment of Basic Skills (ABS), and the MacMillan reading and writing skills continuum. The reading and math skills of

second through sixth grade students are assessed by means of the locally developed Individualized Criterion Referenced Tests (ICRT).

What kinds of student data are available? The data are somewhat limited. Presently, the district uses the P.A.L. test to assess oral language proficiency in English and Spanish. Reading, writing, and mathematics skills are tested in English with the California Achievement test in the second grade and the Texas Assessment Battery (TABS), a state proficiency test, administered in grade 3. Information on English reading skills is supplemented by the Instructional Criterion Referenced Test and a MacMillan reading series criterion referenced measure. Thus reading is the only skill area about which there is the most information.

Classroom Data

What is the class composition? Most of the pilot project classrooms consist of approximately 25 limited-English-proficient students. One school has an overall student population of whom slightly less than half are LEP students, the rest being non-LEP students. The first-grade project classrooms are composed of two-thirds LEP students and one-third non-LEP students.

How are students grouped? Teachers generally group students according to English language proficiency and achievement. Math instruction is carried out in large groups. Learning centers are used to reinforce lessons presented and for enrichment.

What materials are used in the classroom? The teachers use the MacMillan Basal Reading Program, a series adopted by the district for grades one through eight. They also teach specific skills from their locally developed skills continuum based on Individualized Criterion Reference Tests (ICRT) and the state's Assessment of Basic Skills (ABS).

How does the immersion strategy classroom differ from the mainstream classroom? Compared to teachers in monolingual English classrooms, pilot project teachers report spending more time on vocabulary building in the context of the subject matter being taught. Children's language development is facilitated through use of some ESL techniques such as dramatization and through a variety of experiences.

How is the primary language used in the classroom? The use of Spanish by the pilot teacher is determined by students' needs. For example, at the beginning of kindergarten, Spanish is used up to half of the time. As students learn English, the use of Spanish is diminished by the teacher; some teachers report using Spanish as little as 10% of the time or less. In the first grade, Spanish is used for conceptual development, especially in science and social studies. Although, in this sense, the program resembles transitional bilingual education, the use of Spanish in the classroom is not as extensive as it is in TBE programs. Finally, teachers generally point to their need for more training in oral English language development, ESL techniques, and linguistics.

Are instructional aides used in the classroom? Teachers are assisted in the classroom by Hispanic instructional aides funded by Chapter 1 and state compensatory education. The aides work with individual and small groups of students in oral language activities. Generally, they divide their time among two or three teachers.

Teacher Data

What are the characteristics of ISP teachers? There are 12 kindergarten and 12 first-grade teachers participating in the immersion strategy program. Except for one teacher, all are Mexican-Americans from the local community. All are bilingually certified, a district requirement, and have about 10 years experience teaching in bilingual classrooms. Teachers with more than 10 years of bilingual teaching

experience have also taught in monolingual English classrooms. Each of the schools has two resource teachers--a special education teacher and a migrant resource teacher.

Pilot project teachers are interested in the project and are highly motivated. They posses desirable teacher characteristics such as good communication skills and English and Spanish language proficiency.

Who coordinates the program and how? The pilot program teachers hold weekly grade level meetings and pilot project meetings for planning and coordination. They also meet on a regular basis with the resource teachers to coordinate their instructional units. In addition, teachers meet with their school principals on a periodic basis. The school principals review teachers' weekly lesson plans and check to see that the objectives meet the six components of bilingual education and that the objectives taught are evaluated.

Conclusion

The partial immersion strategy program at Site B meets five of the six program characteristics under the primary site selection criteria. Restriction of the primary language to informal use is the only criterion that was not satisfied. Although for the most part, teachers use English exclusively for instruction, Spanish is used to a varying extent by pilot project teachers, especially in early grades, according to pupils' needs. For example, Spanish is used up to half of the time at the beginning of kindergarten, but by the later grades, Spanish is used much less, primarily for conceptual development in science and social studies. Other subjects such as reading and math are taught almost exclusively in English.

Site B will be recommended for participation in the Longitudinal Study. If Site B does participate, secondary selection criteria will be applied since the number of project schools and students exceeds the

number needed. According to the current summary description, Site B meets all of the secondary selection criteria. In this case, project schools and students will be randomly selected.

SITE C

Community Data

Where is the site located? Site C is located in an urban city of about 1,594,100. Of this total, approximately 42% are black, 34% Hispanic, and 24% other. The city is 50 miles inland from the Gulf of Mexico and is one of the major ports in the U.S. if not the world. It is known for its oil refining, steel, synthetic rubber, and chemical productions, as well as cotton production.

The Hispanic community keeps growing on a daily basis as new immigrants arrive from Mexico. Spanish is the primary means of communication among the adults. The children have varying degrees of English proficiency ranging from no proficiency to near fluency. In the recent past, the community's right to have their children attend school without showing proof of U.S. citizenship or legal status in this country was upheld in a historic supreme court case. As a result, the Hispanic student population increased dramatically.

How is the community involved in the program? Parents and community members as a whole are not actively involved in the immersion strategy program. It is not clear whether parents realize that their children are in the latter program, and that they can choose from among various program options. There are a few parents who are members of the Language Planning and Assessment Committee (LPAC), a committee which sets standards for assessing language proficiency and establishes criteria for students' participation in and exit from a particular program option—immersion strategy, early-exit, or late-exit.

District Data

Why did the district start an immersion strategy program? Interest in piloting an immersion strategy program at Site C stems partly from

the shortage of bilingual teachers and also in the TEA's request for participation. In order to learn about the implementation of immersion strategy programs in other districts, Area I staff visited two programs, one in Fairfax County, Virginia, and the second one in their own state. Through this process, an immersion center was established. The immersion strategy program at Site C has been in operation for two years.

Site C has one immersion center and seven satellite schools. The main difference between the immersion center and the satellite schools is that during the first year of the program classroom teachers and the eight ESL resource teachers at the immersion center received 36 hours of ESL training through the district's staff development program. The teachers at the satellite schools received no intensive ESL training. Resource teachers and regular classroom teachers at the immersion center and the satellite schools currently receive five in-service classes throughout the year.

What are the major instructional goals of the program? The major instructional goals of the immersion strategy program are the rapid acquisition of English, oral language development, and improved academic achievement.

What is the overall organization of the program? The director of bilingual education at Site C is responsible for the immersion strategy program, the three programs under transitional bilingual education, as well as for migrant education and the refugee program. Under the director are three assistant directors: one each in elementary education, secondary education, and staff development.

The school district at Site C is divided into five administrative areas, each with five district consultants. The immersion center is situated in Area I, while the seven satellite schools are spread throughout the four remaining areas. There are also several bilingual education instructional supervisors who check the implementation of curriculum objectives within project classrooms.

School Data

What federally- or state-funded programs are available at the school? Site C has Chapter 1, Special Education, Migrant Education, and Refugee funds in addition to state funds for bilingual education and the immersion strategy program. LEP students in the latter program are eligible for services provided under these various funding sources. For example, project students are provided with varying amounts of language instruction from resource teachers depending on their language proficiency and achievement scores.

What is the average pilot program classroom size? The immersion strategy classroom does not vary in size from the regular mainstream classroom or the transitional bilingual education classroom. They each have about 25 students.

What is the socioeconomic status of families in this school site? Most of the students in the immersion strategy program come from low income families. About 85% are in the free or reduced price lunch program.

Student Data

Who does the program serve? A four-year immersion strategy program is being piloted in eight schools with students from three categories of bilingual programs specified by the Language Planning and Assessment Committee (LPAC). Category A program is a dual language program for Hispanic students in kindergarten through fifth grade. Category B program is an ESL program for non-Hispanic students in K-5. Category C program is for Hispanic English-dominant LEP students who do not pass the Iowa Test of Basic Skills (ITBS).

The immersion center has approximately 246 LEP students in grades 1 through 5. Grades 6 through 8 are regular mainstream classrooms. The

total school enrollment (K-8) is 1,310 students. The students represent the ethnic diversity of the community in which the school is located. One third are Hispanic, one third are black, and one third are Indo-chinese.

One of seven satellite schools visited has a student population of 346 students in grades kindergarten through fifth. There are two classes each of kindergarten, second grade, and third grade students; three classes of first grade students; and one class each for the fourth and the fifth grades. The majority of the students are Hispanic (97%); the rest are white (2%) and black (1%). According to the principal, most of the students (90%) start out as LEP.

The district has a high student mobility rate of about 40%. Students seem to move within the district such that students who left at the beginning of the school year end up returning later in the year.

How are students identified as LEP? Students are identified as LEP according to various criteria. First, the home language survey is administered to everyone in the school. Students who speak a language other than English are administered the Language Assessment Scale (LAS). Those who score on Level 3 or below on the LAS and whose achievement score on the reading and vocabulary subtests of the ITBS is between 23% and 40% are considered LEP. Students who score on Levels 4 or 5 on the LAS and 23% on ITBS's two subtests are identified as LEP. Teacher input and classroom grades are also taken into consideration in determining LEP status. An LPAC Assessment Form is completed for all LEP students.

How are students selected for program participation? LEP students are randomly assigned into the immersion strategy program.

How are students screened out of the program? Students are screened out of the program if they score on Level 4 or 5 on the LAS and above 40% on the reading and vocabulary subtests of the ITBS. Teacher

input, classroom grades, and a recommendation from the LPAC committee are also used in determining if a student is ready to exit the immersion strategy program.

What kind of student test data are available? Available student test data appear to be comprehensive. Oral language proficiency in English and Spanish are assessed with the Language Assessment Scales (LAS). The Iowa Test of Basic Skills (ITBS) is used, beginning in grade 2, to measure progress in English reading, writing, math, science, and social studies. These skill areas are also assessed by a series of criterion referenced tests published by MacMillan (the district core curriculum materials). A district-developed criterion referenced test assessing Spanish reading and language arts, as well as English reading, language arts, science, and social studies will be used beginning in FY 1984-85.

Classroom Data

What is the class composition? Immersion strategy classrooms, in general, have a heterogeneous classroom composition. The students vary according to language proficiency and ethnicity since they come from the three types of bilingual programs. There are, however, six to eight kindergarten classrooms, each with about 25 students, that have predominantly Hispanic students (Categories B and C). This constitutes roughly 150 to 200 LEP students in kindergarten project classrooms.

How are students grouped? The students at the immersion center are divided into four groups (Phase I-IV) depending on their ESL level. Phase I students have the lowest ESL level. Their home teacher provides them with ESL in the content areas. In addition, an ESL resource teacher provides the students with two periods of ESL instruction on a pullout basis. Phase II students have next to the lowest ESL level. They are provided with ESL in the content areas and Distar instruction by their home teacher. These students receive one period of ESL from an

ESL resource teacher. Phase III and Phase IV students receive all their instruction from their home teacher. The students are provided with ESL in the content areas and Distar instruction.

What kinds of materials are used in the classroom? All project teachers use the regular curriculum. Teachers in the immersion center use additional materials such as the Yes! English for Children systems with Phase I students and Distar materials with Phase II-IV students.

Are instructional aides used in the classroom? Classroom aides are not used in project classrooms.

How does the immersion strategy classroom differ from the mainstream classroom? Teachers in the immersion strategy classroom use a variety of concrete and visual materials to encourage vocabulary development in language arts and the content areas. Oral language development is emphasized through ESL techniques.

How is the primary language used in the classroom? The use of Spanish by pilot project teachers varies according to need and teacher proficiency. Teachers are not required to be bilingual. Some bilingual kindergarten teachers use both languages for instruction. Generally, Spanish is not used for instruction after kindergarten.

Teacher Data

What do the teachers look like? The ESL center teachers at the immersion center and the seven satellite schools are certified in ESL. However, the classroom teachers at these schools are not required to be certified in ESL or bilingual education. The teachers do have an awareness that students are LEP. Through district-wide in-service, they learn about ESL activities they can implement in the classroom.

One of the satellite schools visited has 13 classroom teachers and four resource teachers. Five of the classroom teachers are Hispanic as well as bilingually certified. There are also five black teachers and three white teachers. These eight teachers are not certified in ESL or bilingual education. Two of the resource teachers work with language disabled students, one is a speech teacher, and the fourth one is an ESL teacher. The principal at this school mentioned that the school district is under the Singleton Ratio which attempts to achieve an ethnic balance in teaching staff. The teachers as a whole have about seven years teaching experience.

How is program coordination done? Program coordination is limited to periodic monitoring by district personnel. Teachers are assessed by an area administrator, a district instructional supervisor, as well as their school principal. Some classes are monitored using a checklist for program implementation. In addition, the Texas Education Agency is scheduled to monitor the schools every three years.

Conclusion

The immersion strategy program at Site C meets four of the six program characteristics under the primary site selection criteria. The teachers at Site C are not required to be bilingual; however, many Hispanic teachers are proficient in both English and Spanish. Some bilingual teachers, particularly those teaching in kindergarten, use both languages for instruction. The teachers' use of Spanish is gradually diminished as the students acquire English.

Site C will be recommended for participation in the Longitudinal Study. If Site C does participate, secondary selection criteria will be used since the number of project schools and students exceeds the number needed. According to the current summary description, Site C schools, as a group, meet two of the five secondary selection criteria. Individual project schools will be closely compared against the secondary

selection criteria. Those that meet most of the defining characteristics will be included. The student mobility rate at each school will also be taken into consideration. Project schools which fall below the district 40% mobility rate and which meet the primary and secondary selection criteria will be given first consideration.

SITE D

Community Data

Where is the site located? Site D is located in an urban city of approximately 1 million. Of this total, approximately 59% are white, 28% black, 12% Hispanic, and 1% Asian. An industrial center, the city is the site of numerous oil company headquarters. These offices provide the major source of employment for white-collar workers. Construction companies, retail business, and restaurants are the other major sources of employment.

The Hispanic community is considerably smaller than in other major cities in the state. It is, however, one of the fastest growing ethnic groups. As new immigrants arrive they generally settle in the low income areas of the city, usually populated by Hispanics and blacks. Some knowledge of English is necessary in order to function in this inner-city community.

How is the community involved in the program? The community participates only marginally in the immersion strategy program, participation being limited to an orientation meeting about the program.

District Data

Why did the district start an immersion strategy instructional program? The immersion strategy program in Site D was initiated to serve Indochinese students under Title VII funds. This program operated for two years, from 1981 to 1983. The project provided intensive training in English, using team-teaching by a monolingual English-speaking teacher and a bilingual Indochinese aide, staff development, and supplementary language development materials.

Because of the shortage of bilingual teachers at Site D and the growing number of LEP students (currently about 15,000), district personnel at Site D accepted the invitation from the State Education Agency (SEA) to participate in a three-year pilot immersion strategy program. The program began in February, 1982, with district and state funds.

Two elementary schools (referred to here as School A and School B) are participating in the three-year study. Pilot project students' growth in English and academic skills is being compared to that of students in TBE programs. If the pilot programs are successful in producing improved English language skills and achievement scores, the programs will be introduced in other schools in the district.

What are the major instructional goals of the program? The major objective of the program is to facilitate the rapid acquisition of English by LEP students. The major emphasis is placed on developing listening, speaking, reading, and writing proficiency in English.

What is the overall organization of the program? The director of bilingual education at Site D is responsible for the implementation of the immersion strategy instructional program. Reporting to the director is a district pilot project coordinator who provides project teachers with technical assistance such as in-service training. The Department of Research, Evaluation, and Information Systems is evaluating the three-year study.

Project teachers receive in-service training from the district pilot project coordinator, district bilingual program staff, and the school principal. Areas in which teachers have received special training include ESL, second language acquisition, and bilingual teaching methodology. Specific in-service topics include "The 'Natural Approach' to Second Language Acquisition," "Teaching Content Areas to ESL Students," "Linguistic Terms for ESL Teachers," "Different Approaches for

Teaching ESL," "Teaching Pronunciation," "Teaching Writing," "Teaching Reading," and "Teaching Speaking."

School Data

What federally- or state-funded programs are available at the school? Both of the elementary schools participating in the immersion strategy program have Chapter 1 and Special Education funds. These funds are the primary support for the oral language development services provided by the resource teachers.

What is the average classroom size in the pilot program? Mainstream and immersion strategy classrooms are comparable in size, with about 25 students in each. There are no transitional bilingual education classrooms at either school.

What is the socioeconomic status of families in this school site? Most of the students in the immersion strategy program come from low SES families. Over 93% of the LEP students at both schools are participating in the free or reduced price lunch program.

Student Data

What types of students are enrolled in the program? The program operates in two schools in kindergarten through fourth grade and serves about 265 LEP Hispanic students. There is one classroom per grade, each with approximately 25 LEP students (except for first grade at one of the schools, where there are two classrooms with about 20 students each). The student mobility rate is about 35% for School A and 20% for School B.

How are students identified as LEP? The district uses a Home Language Survey and the Language Assessment Scale (LAS) to determine students' proficiency in English.

How are students selected for program participation? All students who score on Level 1, 2, or 3 on the Language Assessment Scale (LAS) are selected for participation in the pilot program.

How do students transfer out of the program? Students exit the program when they score at or above the 40th percentile in the English and Language subtests of the Iowa Test of Basic Skills (ITBS) and on Level 4 or 5 on the English version of the LAS.

What kind of student test data are available? To assess progress in speaking, reading, and writing, the district has students in the first through third grades take a locally developed CRT named Assessment of Baseline Curriculum (ABC). This test has versions in English and Spanish and is given in the fall and spring. In addition, third and fifth grade students take the Texas Assessment of Basic Skills (TABS) test.

Classroom Data

What is the class composition? The immersion strategy project classrooms at School A consist of approximately 25 Hispanic LEP students. School B maintains similar classroom sizes in the project classrooms and similar student composition except for the first and fourth grades which have a mixture of Hispanic, black, Anglo, and Vietnamese students.

How are students grouped? At School A, teachers in kindergarten and in first and second grades generally group children for reading instruction according to English language proficiency and achievement. Instruction in math, spelling, oral language, and other subject areas is conducted in large groups. In the third and fourth grades, pilot teachers conduct whole class instruction for all subject areas. According to the teachers, school district policy has moved from an emphasis on individualized instruction to one favoring grade-level instruction.

District personnel argued, however, that grade-level instruction offers the flexibility of small group instruction necessary to meet students' individual needs.

Kindergarten teachers at School B use both small and large group instruction. Teachers in first through fourth grades use whole class instruction throughout the day.

How does the immersion strategy classroom differ from the mainstream classroom? Teachers in the immersion strategy instructional classroom spend 300 minutes a day on oral language development compared to the 90 minutes by regular classroom teachers. Pilot project teachers integrate the various content areas into the oral language instructional program.

What kind of curriculum is used in the pilot project classroom? District personnel at Site D have established a K-6 curriculum prescription entitled "Student Characteristics and Curriculum Prescription VII (K-6)" to be used as a guide for baseline instructional activities for non-English and limited-English-proficient students. The curriculum prescription is intended for use with students before they are introduced to formal reading in English as well as for students who are making the transition into an all-English program.

The four subject areas addressed by the Curriculum Prescription VII are English language arts for 3-1/2 hours, and math, science, and social studies, each for 30 minutes. Art and music are to be integrated in daily activites. Math, science, and social studies activities should also be incorporated in daily activities within self-contained classrooms.

English language arts is broken down into the following activites: (a) oral language activities--30 minutes; (b) structured ESL instruction--30 minutes; (c) vocabulary and sentence pattern development from

basal readers using pocket chart strategies—30 minutes; (d) oral language enrichment activities—45 minutes; (e) readiness for reading activities—30 minutes; (f) writing readiness—30 minutes; and (g) independent language arts activities—15 minutes. Mathematical, scientific, and social studies concepts are to be taught using ESL methodology. Each of the latter subject areas is allotted a half hour of instructional time.

How is the primary language used in the ISP classroom? At the beginning of the school year, kindergarten teachers may use Spanish in the classroom up to half of the time. The amount of Spanish used decreases as the children learn English. Teachers in the first through fourth grades report using only a minimum amount of Spanish, such as clarifying words or in crisis situations. Students are allowed to use Spanish in the classroom and on the playground.

What materials are used in the ISP classroom? The core curriculum materials used by the pilot project teachers are the Yes! English for Children. The Yes! Systems A, B, C, D, and E are used in kindergarten, first, second, third, and fourth grades, respectively. These materials stress listening and speaking at the beginning and then move on to reading and writing. The regular classroom teachers use the MacMillan Basal Readers.

Are instructional aides used in the classroom? School A has two Mexican-American aides supported by migrant education funds, while School B has district-paid teacher aides. Generally, kindergarten teacher aides assist teachers with small group instruction throughout the day. Aides assist teachers in the first through fourth grades only during reading and math instruction.

Teacher Data

What are the characteristics of ISP teachers? There are five bilingually certified teachers in the immersion strategy program at School A. At this site, however, bilingual certification is not a requirement for project teachers. Of the five teachers, four are Anglo and one is Hispanic. There are also three resource teachers, two black and one Anglo. Two of the resource teachers are funded by Chapter 1; the third is funded by special education.

Of the six teachers at School B, four are working on their ESL certification. Two others were certified in ESL under the state's grandfather clause because they had been teaching ESL when the regulations requiring certification took effect. The project teachers consist of three Anglos, two Hispanics, and one black. Three Chapter 1 teachers and a special education teacher also work with project students on language development.

Teachers at the two elementary schools have an average of six years teaching experience. The teachers at School A have about five years teaching experience in bilingual classrooms, because, before the immersion strategy program began, this school already operated a bilingual program. School B, however, had no ESL or bilingual program before 1982. Both schools used their existing staff to implement the pilot project.

Who coordinates the program and how? The district director of the immersion strategy program provides instructional leadership and training to teachers in the immersion strategy program. The school principals provide day-to-day leadership and supervision. For example, principals visit classrooms periodically to monitor the implementation of curriculum objectives. They also review the pilot project teachers' weekly lesson plans to determine whether the activities are congruent with the district's instructional goals. District staff and staff from

the research and evaluation unit monitor the immersion strategy program once a semester.

Conclusion

The immersion strategy instructional program at Site D meets five of the six program characteristics under the primary site selection criteria. The criterion not satisfied is that requiring teachers to be bilingual. One school has bilingual teachers in the immersion strategy program because the school assigned to the immersion strategy program existing staff from its previous bilingual program. The other school has teachers who are certified in ESL or are working toward ESL certification, but who have no experience in bilingual classrooms.

Even though Site D meets most of the primary selection criteria, it does not have the necessary number of project students required for the Immersion Study. While the study requires 100 students each at the kindergarten and first grade level, Site D has only 50 students in each of the two grade levels. For this reason, Site D will not be recommended for participation in the Longitudinal Study.

SITE E

Community Data

Where is the site located? Site E is located in an urban city with a population of about 385,000. Of these, approximately 14% are Hispanic, 36% black, and 50% white. The city is considered one of the largest livestock centers in the Southwest. Meatpacking houses, restaurants, and construction companies are the major sources of employment for blue-collar workers.

The Hispanic community is considerably smaller than in other major cities in the state. Hispanics generally live in low-income residential areas of the city. Some knowledge of English is necessary to function in the larger community.

How is the community involved in the program? There is little involvement from the community in the immersion strategy program. Community participation is limited to an orientation meeting provided by school personnel to acquaint parents with the program.

District Data

Why did the district start an immersion strategy instructional program? The immersion strategy instructional program is in its second year of a four-year study. It was introduced into three schools at Site E partly in response to a state request for participation and partly because of the district's lack of bilingual teachers to teach LEP students. The district's interest in piloting an immersion strategy program as an alternative to bilingual education stemmed from this shortage of bilingual teachers. The immersion strategy program as defined by the district does not require teachers to be bilingual. Thus, the schools that implemented the pilot programs were able to use existing staff.

There are two types of immersion strategy programs at Site E: the "diffused" design and the language lab design. In the "diffused" design, small numbers of LEP students are mixed with FEP students at each grade level. ESL certified or "protected"[1] teachers provide ESL and subject matter instruction to LEP students in the classroom. In the language lab design, one or two teachers with ESL certification are designated as ESL teachers. In what is basically a pull-out arrangement, LEP students receive ESL instruction at the language lab according to their language proficiency and grade level. The project schools in Site E generally offer both types of instruction, with the diffused design offered in grades kindergarten through second, and the language lab in grades three through five.

An Interim Evaluation Report at the end of the first year identified "changes...in the pilot school's educational environment since the start of the project." The report identified four trends. First, teachers in kindergarten and first grade used small-group techniques and the language experience approach to a greater extent. Second, teachers in grades third through fifth allocated more time for language study. Third, more teachers had participated in staff development activities and in program decision-making. Fourth, teachers showed a greater awareness of the importance of social integration for LEP students.

What are the major instructional goals of the program? The major instructional goals of the immersion strategy program are to facilitate the rapid acquisition of oral and written English language skills by LEP students and to improve academic achievement.

What is the overall organization of the program? The director of bilingual education at Site E is responsible for the implementation of

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[1]Teachers who were teaching ESL when the state established requirements for an ESL credential and, as such, were given waivers of what is called "protective" status.

the immersion strategy program. Reporting to the director are two instructional specialists who provide technical assistance and in-service training to project teachers and bilingual program teachers.

School Data

What federally- or state-funded programs are available at the school? One of the elementary schools participating in the pilot program has Chapter 1 funds, and all have funds from Special Education and the Gifted program. Generally, project students receive additional language development activities from resource teachers funded by Chapter 1 and Special Education. Enrichment activities (e.g., field trips and performing and videotaping school plays) are provided to those project students identified as gifted.

What is the average pilot program classroom size? Regular English-only classrooms and pilot program classrooms are comparable in size, with about 25 students each. None of the three schools has TBE classrooms.

What is the socioeconomic status of families in this school site? A large portion of the students participating in the pilot program come from low SES families. About 80% to 90% of the pilot project students are in the free or reduced price lunch program.

Student Data

What types of students enroll in the program? The immersion strategy program at Site E is implemented in three schools referred to here as Schools A, B, and C. LEP students in kindergarten through fifth grade participate in the program. School A and School B have two project classes in each of the kindergarten, first, and second grades. School A has 22 LEP kindergarten students, 5 in first grade, 14 in second grade, 12 in third grade, 6 in fourth grade, and 7 in fifth grade

students. Third, fourth, and fifth grade students receive ESL instruction on a pullout basis. School B has 18 LEP kindergarten students, 9 in first grade, 16 in second grade, 10 in third grade, 8 in fourth grade, and 12 in fifth grade. School C has three kindergarten and first grade classes and two second grade classes participating in the project. Third through fifth grade project students who score at Levels 1 or 2 in the LAS are pulled out for ESL. Students in the third through fifth grades are grouped and taught by three teachers according to their LAS scores, regardless of their grade level. That is, one teacher works with all students scoring at Level 3, one with those at Level 4, and one with those at Level 5. In all, there are 38 kindergarten students, 42 in first grade, 30 in second grade, 31 in third grade, 16 in fourth grade, and 18 in fifth grade.

The number of LEP students in all three schools is 314. Of these, 78 are in kindergarten, 56 in first grade, 60 in second grade, 53 in third grade, 30 in fourth grade, and 37 in fifth grade.

How are students identified as LEP? Students are identified as LEP by means of a Home Language Survey, an oral language proficiency test, and the results of standardized test scores. Kindergarten students take the Bilingual Syntax Measure (BSM), while first through fifth grade students take the Language Assessment Scale (LAS). Students with LAS scores in Levels 1, 2, and 3 are identified as LEP. Levels 4 and 5 are also identified as LEP if they score at or below the 40th percentile on language-related subtests of the Iowa Test of Basic Skills (ITBS).

How are students selected for program participation? The following types of students are randomly assigned to pilot project classrooms: (a) LEP students who scored on Levels 1 and 2 on the LAS, (b) survival-English speakers with a Level 3 score on the LAS, and (c) fluent-English speakers who scored on Levels 4 or 5 on the LAS but lack proficiency in reading and writing.

How do students transfer out of the program? Students are transferred out of the immersion strategy program when they score on Levels 4 or 5 on the LAS, above the 40th percentile on the ITBS reading and language arts subtests, or between the 23rd and 40th percentile on the ITBS subtests and are designated as proficient in English by a Language Assessment Proficiency Committee.

What student test data are available? In the spring, project students in the second through fifth grades take the LAS and the language, reading, and math subtests of the Iowa Test of Basic Skills (ITBS). In the spring, third through fifth grade students receive holistic assessments of their writing. Also in the spring, third and fifth grade students take the Texas Assessment of Basic Skills (TABS).

The three participating schools use additional tests with project students. All three schools have used the Developmental Cognitive Ability Test (DCAT) and/or the Raven Test to identify children eligible for the Gifted program. School principals determine the grade levels in which the DCAT and Raven tests will be administered. Project students in the three schools also take the MacMillan reading and math subtests. Finally, kindergarten students at School A take the Peabody Vocabulary Picture Test.

Classroom Data

What is the class composition? The English immersion strategy classes are composed of approximately 25 LEP and FEP students. The ratio of these two types of students varies according to class and school. New attendance zones resulting from a 1983 desegregation plan substantially decreased the LEP student population at School B. As a result of the new boundaries, students who started the pilot program the first year attended different schools during the second year of the project. The LEP population at School A decreased when more and more businesses began to replace homes in the residential area.

How are students grouped? Teachers group project students for reading instruction according to ability and language proficiency. Individualized instruction, however, is available to LEP students as needed.

What materials are used in the classroom? The core curriculum material used in kindergarten is the Yes! English for Children system. First grade teachers use English materials such as those published by MacMillan, Harper & Row, and Houghton Mifflin.

How does the immersion strategy classroom differ from the mainstream classroom? Pilot project teachers make sure students understand instructional activities and feel comfortable in the classroom. Project teachers spend more time with English language development activities than do teachers in monolingual English classrooms. However, at Site E, both types of "immersion strategy" programs turned out to be essentially English-only classrooms with ESL instruction provided either in the classroom in small group or on a pull-out basis.

How is the primary language used in the classroom? Generally, pilot project teachers are not bilingual. The few teachers who are proficient in Spanish or are bilingually certified use Spanish to explain or clarify instructions. Students are discouraged from using Spanish among themselves to encourage them as much as possible to practice English both inside and outside of class.

Are instructional aides used in the classroom? There are no instructional aides in schools with immersion strategy instructional programs. One school uses fifth grade students as tutors for lower-grade children who need help in reading and math.

Teacher Data

What are the characteristics of ISP teachers? School A has a total of six project teachers and a resource teacher. There are two teachers each in kindergarten and first grade, one for second grade, and one for grades three through five. One kindergarten teacher and one first grade teacher have ESL permits, a second grade teacher and the grade three through five teacher are bilingually certified, and two teachers have no ESL or bilingual certification. Of the seven teachers, four are white, two black, and one is Hispanic.

School B has eight pilot project teachers: three each in kindergarten and first grade, one in second grade, and one in grades three through five. Most of the teachers were grandfathered into ESL, that is, they were given "protective" status. Three other teachers are working on their ESL certification. Of the eight pilot project teachers at School B, four are white, two are Hispanic, and two are black.

School C has 12 pilot project teachers: three in kindergarten and first grade, two in second grade, and four in grades three through five. One teacher in each of the grades K through 3 is bilingually certified and the remaining teachers have ESL protective status. Nine pilot project teachers are white and three are Hispanic.

Pilot project teachers' experience ranges from one to 30 years. On the average, they have about 13 years teaching experience. The three bilingually certified teachers have about seven years of experience in bilingual classrooms. Most of the project teachers have taught in the immersion strategy program since its inception two years ago.

How is program coordination done? Teachers hold either weekly or biweekly grade level meetings during which they exchange materials and ideas. Principals also meet regularly with teachers and review their weekly lesson plans.

Conclusion

The immersion strategy program at Site E meets three of the six program characteristics under the primary site selection criteria. First, bilingual certification is not required of project teachers at this site. Although most of the teachers have ESL certification or are working toward certification, only a few teachers have completed such certification. Second, teachers discourage students from using Spanish among themselves to encourage more frequent use of English in and out of the classroom. Third, the instruction of content areas such as social studies or science in English does not appear to reflect a strong sense of language development. It appears to be similar to instruction in a regular English-only mainstream classroom.

Site E does not have the necessary number of project students required for the Immersion Study. The study requires 100 students each in kindergarten and first grade and Site E has only 78 LEP students in kindergarten and 56 in first grade. Of greater concern, however, is the heavy emphasis on ESL instruction which exists at this site. In the "diffused" model, LEP receive ESL instruction within an English-only classroom. In the language lab model, students are pulled out of their regular classes for ESL instruction. Because of failure to meet enough of the site selection criteria and the insufficient number of project students in Site E's pilot project, this site will not be recommended for participation in the longitudinal study.

SITE F

Community Data

Where is the site located? Site F is in a rural town with a population of about 14,000. Of this total, approximately 60% are Hispanic and 40% are Anglo. The town is surrounded by some of the state's largest farms and ranches which provide the main source of employment for the Hispanic community.

The Hispanic community in Site F relies almost exclusively on Spanish for its daily social and business transactions, so that opportunities for children to use English are generally rare. Furthermore, the emphasis on Spanish continues as Spanish-speaking migrant workers and immigrants from Mexico arrive regularly in search of farm labor.

How is the community involved in the program? Parents are encouraged to work as volunteers in the classroom and to spend time at home listening to their children read. A few are hired as classroom aides.

District Data

Sixteen years ago, the district began the Follow Through Program with the help of federal funds. The program's goal was to enable Hispanic LEP children to learn English as quickly as possible. The program is now supported by both district funds and federal Head Start funds. In fact, the district currently offers three programs for students of limited proficiency in English. The "regular" Follow Through Program, available in the first through third grades, uses the DISTAR method and material exclusively, and serves children who have either transferred out of the school's transitional bilingual education program or been initially classified as fluent in English. This portion of the Follow Through Program is conducted almost exclusively in English. The

Bilingual Follow Through Program, the second instructional alternative, uses the DISTAR materials as the core of the curriculum and supplements them with ESL instruction during the day. The Bilingual Follow Through Program, also offered in the first through third grades, serves children who have been identified as having limited proficiency in English but whose parents have requested that they be placed in a program emphasizing the rapid acquisition of English. All kindergarten children identified as limited-English-proficient are placed in a transitional bilingual education program which provides instruction in Spanish while pupils study English as a separate subject. At the end of the year, parents may choose to have their children placed in either the first grade of the Bilingual Follow Through or the TBE program.

A recently completed 14-year evaluation of the Bilingual Follow Through Program reports consistent, positive program effects on students' academic achievement. Students perform at or near grade level in math and written language and above grade level on tests of oral reading. Scores in reading comprehension/vocabulary are generally lower (at the 28th to 31st percentile) than in the latter academic areas, but above those of Hispanic students from similar socioeconomic levels.

What is the overall organization of the program? The Bilingual Follow Through Program is administered by the Program Coordinator (supported by federal and district fundeds) who trains teachers to use the DISTAR language materials for teaching reading and arithmetic. Through a contract with the district, staff from the Follow Through Project at the University of Oregon are evaluating the program.

School Data

What federally- or state-funded programs are available at the school? The two schools participating in the Bilingual Follow Through Program have Chapter 1 migrant funds and reading funds. These funds support the hiring of tutors to give children extra help in oral English

and reading skills. One of the schools has a district-paid Special Education resource teacher.

What is the average pilot program classroom size? With an average of about 25 students per classroom, Bilingual Follow Through classes are generally somewhat smaller than the mainstream, English-only classes which average about 29 students per classroom.

What is the socioeconomic status of families in this school site? A large proportion of the students participating in the Bilingual Follow Through Program come from low income families. Eighty-five percent of the students are in the free or reduced price lunch program.

Student Data

What types of students are enrolled in the ISP program? The Bilingual Follow Through Program operates in two schools referred to here as School A and School B. The program serves a total of 15 classes, five in each of the first, second, and third grades. As discussed earlier, the regular Follow Through classes are for students who have transferred out of the bilingual program or were initially classified as fluent English speakers. The Bilingual Follow Through classes are primarily for students identified as LEP.

All kindergarten students are placed in transitional bilingual education classes. The Follow Through Program begins in first grade. There are four bilingual Follow Through classes and one regular Follow Through class in the first grade. The second and third grades have two regular classes and three bilingual classes each. The first grade classes are at School A while the second and third grade classes are at School B.

Approximately 225 LEP students are participating in the Bilingual Follow Through classes and 120 FEP students in the regular classes. The

schools' populations are comparatively stable, as staff estimate the district's student mobility rate to be less than 5% in the district.

How are students identified as LEP? The district uses a home language survey and the Language Assessment Scale (LAS) to determine students' proficiency in English. Students who score on Level 3 or below on the LAS are considered LEP.

How are students selected for program participation? Parents of first grade LEP students may choose to place their children in either the Bilingual Follow Through or the transitional bilingual education program. Placement in the regular or bilingual classes of the Follow Through program is determined by the child's proficiency in English. Students are then randomly assigned into one of the various classrooms available.

How do students transfer out of the program? Students transfer out of the program when they score at Level 4 on the LAS. Teacher judgment and student achievement data are also used to decide whether to transfer students into mainstream programs.

What kind of student test data are available? Students in the Bilingual Follow Through Program take criterion referenced tests every six weeks. They also take the Individual Reading Inventory (IRI) developed by the district and the Metropolitan Achievement Test (MAT), a norm-referenced test. Third grade students take the Texas Assessment of Basic Skills (TABS), a test administered to all third, fifth, and ninth grade students. Next year, the district will begin using its newly developed Individual Math Inventory (IMI) along with the IRI.

Classroom Data

What is the class composition? The Follow Through classes are composed primarily of Hispanic students. The Bilingual Follow Through

classes generally consist of LEP students while the regular Follow Through classes enroll FEP students.

How are students grouped? Instruction is carried out in small homogeneous groups by the classroom teacher or paraprofessional aide. Based on students' proficiency in English, such small group instruction provides students with immediate feedback and many opportunities to speak English.

What materials are used in the classroom? The main curriculum materials are Distar Language, Reading, and Arithmetic, each with three instructional levels. The major emphasis at the beginning of the program is on oral language development. The Distar materials are highly structured. Teachers follow scripts which appear in their teacher manuals. Specific teaching strategies, such as group responses and individual turns, are built into the Distar program, and the vocabulary used in the materials is carefully controlled. Basal readers supplement Distar materials in the first and second grades.

How does the immersion strategy classroom differ from the mainstream classroom? By means of the Distar materials, the Bilingual Follow Through teachers use a structured approach to teaching English and math skills. LEP students in Bilingual Follow Through classes receive one or two periods a day of ESL instruction. Students in Bilingual Follow Through classes do not receive the science and social studies instrhction provided in mainstream classes. In regular mainstream classrooms, on the other hand, teachers are less structured in that they use basal readers and place less emphasis on oral language development since the students are already proficient in English.

How is the primary language used in the classroom? Mainstream classroom students receive instruction in social studies and science. Some teachers use Spanish on a limited basis during English instruction to reinforce a concept or to explain. In instances where students have

no prior knowledge of English, teachers work on Spanish language development for about six weeks so that students can feel comfortable speaking Spanish in the classroom.

Are instructional aides used in the classroom? The teachers have full-time Spanish-speaking instructional aides assisting them with all aspects of instruction. Eight of the 15 teachers in the program were once classroom aides who became teachers after completing college degrees.

Teacher Data

What are the characteristics of ISP teachers? There are 15 teachers in the Follow Through Program, five each in first, second, and third grades. The 10 teachers in the Bilingual Follow Through classes are certified in bilingual education, while the five in the regular Follow Through classes have ESL training. Nine of the teachers in the Bilingual Follow Through classes are Hispanic and one is Anglo. Of the teachers in the regular Follow Through classes, three are Anglo and two are Hispanic. The range of teaching experience for Follow Through Program teachers is from 2 to 15 years, with an average of about seven years of classroom experience.

Who coordinates the program and how? The teachers plan and coordinate their instructional activities through the assistance provided by the Follow Through Project Coordinator. They attend bi-monthly staff meetings in which they exchange ideas or receive in-service training. Teachers also visit other grades to coordinate teaching objectives and ensure a smooth transition for their students as they move on to the next grade.

Conclusion

The Bilingual Follow Through Program at Site F meets all of the six primary site selection criteria and will be recommended for inclusion in the study. The teachers are bilingual, but English is used exclusively for instruction while Spanish is used informally. Content is used to teach English and English is used to teach content. Students are free to use Spanish among themselves and with the teacher.

SITE G

Community Data

Where is the site located? Site G is located in a port city of about 346,900. The city has year-round tropical weather and is considered one of the most popular resorts on the continent. It also serves as a major gateway to Central and South America as well as the Caribbean. The downtown shops conduct business in both English and Spanish. Many of the surrounding communities rely solely on Spanish for their social and business transactions. Several radio and television stations operate in Spanish, as does a daily newspaper.

The Hispanic community includes a large Cuban population as well as Puerto Ricans and immigrants from Mexico, Central, and South America. The Cuban population is composed of relatively recent waves of refugees who have left their country for social or political reasons. Most of the immigrants arriving in the 1960s had business or professional training, while those arriving in the 1970s were generally unskilled. The Cuban community includes doctors, lawyers, accountants, teachers, and blue-collar workers. In most cases, project students come from blue-collar families.

How is the community involved in the program? The immersion strategy program, begun in February, 1984, has no current involvement from the community. The Office of Civil Rights (OCR) worked with site officials for the 10 months before the beginning of the pilot program. After negotiations, OCR and the district agreed that half an hour of Spanish instruction in the immersion strategy program would provide adequate remedies. Originally, the district had not planned to teach Spanish in the ISP classroom.

District Data

Why did the district start an immersion strategy program? The school board mandated and funded a study to begin February, 1984, to determine the relative effectiveness of two instructional programs--Bilingual Curriculum Content (BCC) and No-Bilingual Curriculum Content (No BCC). Both BCC and No BCC provide ESOL (English for Speakers of Other Languages) instruction for 60 minutes a day as well as 30 minutes a day of primary oral languge development. BCC schools, however, provide an additional 30 minutes a day of "combined instruction" in Spanish and English, also referred to as bilingual content area. In effect, the No BCC program is comparable to an immersion strategy program in that all formal instruction is provided in English except for the 30 minutes provided daily for the development of oral primary language skills.

Twelve schools from the four geographical areas in the county are now involved in the study with all offering the bilingual curriculum content, but wherein six of these also providing the no-bilingual curriculum content comparison program.

In 1983-84, Site G enrolled 118,060 elementary-level students (pre-kindergarten through grade 6) and 104,991 secondary students (grades 7 through 12). The ethnic composition of the student population (PK-12) was as follows: 28% white non-Hispanic, 32% black non-Hispanic, 39% Hispanic, and 1% Asian American and Native American. It is estimated that, of the students currently in grades kindergarten through third, 76% are LEP. Approximately 23,800 LEP students at Site G need intensive instruction in English through (a) English For Speakers Of Other Languages (ESOL), or (b) curriculum content in English using ESOL techniques.

What are the major instructional goals of the program? The major instructional goals of the no-BCC classrooms are a rapid acquisition of English by LEP students and their improved academic achievement.

What is the overall organization of the program? The BCC/no BCC study is being conducted by the Office of Educational Accountability, County Office of Education. Staff from this office identified and selected the schools, teachers, and students for participation. They also developed criterion-referenced tests and selected standardized tests to gather student achievement and language proficiency data. Staff from the Bilingual/Foreign Language Education Office designed the procedures for implementing the pilot program. These staff also monitor classrooms and assist teachers, as requested.

School Data

What federally- or state-funded programs are available at the school? The no BCC schools have Chapter 1 funds for all grades except kindergarten. These funds are generally used in the later grades to hire aides to help LEP students with language development.

What is the average pilot program classroom size? An effort is made to keep class sizes small--about 18 to 20 students--in the pilot study schools. The BCC/no BCC classrooms have relatively fewer students than the regular classrooms, which have approximately 25 students.

What is the socioeconomic status of families in this school site? Most of the students come from low SES homes. Over two-thirds of the students participate in the free or reduced price lunch program.

Student Data

What types of students enroll in the program? One kindergarten classroom in each of the 12 schools is participating in the study. The majority of the students are LEP, as determined by their score on the Language Assessment Scale (LAS). The remaining students are fluent English speakers whose parents were not willing to transfer them from their current classrooms when the BCC/no BCC study was initiated. The

total number of kindergarten students in the six no-BCC schools is 135. This year's students will remain in the study through the second grade. A new cohort is being recommended for next year, but a final decision has not been reached yet. A 15% attrition rate is expected in the second year.

How are students identified as LEP? Students are identified as limited-English-proficient (LEP) if they score on Level 1, 2, or 3 of the Language Assessment Scale (LAS).

How are students selected for program participation? LEP students are randomly assigned into pilot project classrooms. Fluent-English-speaking students are participating at their parents' request.

How do students transfer out of the program? Students tranfer out of the program based on their scores on the LAS test (i.e., Level 4 or 5) and on criterion-referenced and standardized achievement tests. Teacher input and classroom grades are also taken into consideration.

What student test data are available? Site G uses two tests to measure students' achievement. In the fall and spring, students take the BCC Test, a district-developed criterion-referenced test which measures achievement in science, social studies, and math. At the end of the school year, students take the standardized Stanford Achievement Test.

Classroom Data

What is the class composition? The pilot project classroom consists of approximately 18 to 20 students. Some classrooms have mostly LEP students while others have a mixture of limited-English-speakers and fluent-English-speakers.

How are students grouped? Students are generally grouped according to English language proficiency and achievement. Small groups are generally used for reading and language arts, while large groups are used for math instruction.

What materials are used in the classroom? In teaching curriculum content (e.g., social studies, science, or mathematics) in English using ESOL techniques, teachers in BCC/no BCC classrooms use the regular county-adopted and state-adopted curriculum materials. In both types of classrooms, materials have been chosen which emphasize using English in regular subject areas to help students learn English as quickly as possible.

How do immersion strategy classrooms differ from mainstream classrooms? The ESOL teachers use materials and methods which differ from those used in the regular language arts program. ESOL instruction emphasizes English skills in the four language arts areas: listening, speaking, reading, and writing. Whenever possible, teachers integrate their lessons with other subject areas. The amount of ESOL instruction may vary according to the language proficiency of students: nonindependent (ESOL Level I) and intermediate (ESOL Levels II, III, IV).

How is the primary language used in the classroom? The use of Spanish by pilot project teachers is limited to giving directions and explaining. Generally, teachers are discouraged from using Spanish if at all possible. The 30 minutes of Spanish instruction required by the Office of Civil Rights is provided, in most instances, by a teacher from a BCC classroom and not by the regular classroom teacher. The district prefers to separate the instructional use of English and Spanish by having two different teachers.

Are instructional aides used in the classroom? Not all the teachers have classroom aides. Some schools use district discretionary funds or Chapter 1 funds to hire aides.

Teacher Data

What are the characteristics of ISP teachers? The 12 teachers participating in the BCC/no BCC study were randomly selected by the Educational Accountability Office staff. Some of the no BCC teachers are monolingual English speakers, while others are bilingual. Some have ESL training and/or bilingual certification. All have some kind of ESOL training.

In addition to the regular teacher, each of the 12 classrooms has a teacher for Spanish-S and another for ESOL. In other cases, one resource teacher provides both BCC and ESOL instruction. In some instances, where there is no Spanish or ESOL resource teacher, Spanish-S and/or ESOL instruction are provided by the regular teacher.

Who coordinates the program and how? Two bilingual education supervisors from the Bilingual/Foreign Language Education Office work directly with the pilot project teachers. In the few months that the project has been in existence, all the classrooms have been visited for the purpose of gathering background information. A classroom observational checklist will be developed in the near future for use with the pilot teachers. Both in-service training and regular meetings of project teachers will also be scheduled. Site G has already developed the Teacher Assessment and Development System (TADS) which includes a Classroom Assessment Instrument (CAI).

Conclusion

The immersion strategy program at Site G meets four of the six program characteristics under the primary site selection. Even though bilingualism is not required, many Hispanic teachers are proficient in both English and Spanish. The use of Spanish by classroom teachers ranges from little or no use to one half hour of required instruction daily. Whenever possible, the Spanish instruction is provided by a teacher other than the regular classroom teacher.

Site G will be recommended for participation in the Longitudinal Study. If this site does participate, secondary selection criteria will be used to select from the number of project schools and students. According to the current summary description, Site G schools, as a group, meet three of the five secondary selection criteria (i.e., explicit program organization, program administration, ongoing assessment of student progress). Individual project schools will be closely assessed in terms of the secondary selection criteria. Those that meet most of the defining characteristics will be included. If all the schools meet the criteria to the same degree, schools and students will be randomly selected.

SITE H

Community Data

Where is the site located? Site H is located approximately 230 miles north of the Mexican border in one of the nation's largest cities. Sources of employment include oil production and refining, light and heavy manufacturing, retail sales and service. The entertainment industry offers some employment, and the surrounding community provides substantial agricultural work.

The primary language in the community is English, but Spanish is widely used throughout the area. It is possible to get along to some extent in the community without knowing English. In fact, the general community is known for its broad mixture of languages and enclaves of various ethnic or national groups and is a major port and center of immigration in the United States. This mixture is reflected in the ethnic distribution of the city population, which is 28% Hispanic, 17% black, 3% Asian, and 52% Anglo and other.

The immediate community of Site H is predominantly Hispanic, with Spanish-surnamed students composing 70-74% of the population at the two project schools. The remaining students are mostly white (20-24% of the total population), with the remainder composed of Pacific Islanders (2%), blacks (1%), Asians (1%), and Native Americans (1%). In the past 10 years, the proportion of Hispanics has risen from 30% to almost 75% of the total population in the immediate community.

How is the community involved in the program? The community and parents have been closely involved in the development of the immersion strategy program. During the planning process, district staff presented the plan to the local school advisory councils, the school bilingual advisory committees, and the PTA. Furthermore, parents were asked to review and approve both the drafts and the final plan. Parents

understand that children will be assigned to the immersion strategy program only with their parents' consent.

District Data

Why did the district start an immersion strategy program? The school district has had continuing difficulty in attracting and hiring adequate numbers of bilingually certified staff. In the past 10 years, this difficulty has increased as the proportion of the Spanish surnamed population has increased from 30% to almost 75% of the local population. In July of 1983, only 13 of the 80 teachers in bilingual classrooms had the necessary bilingual/cross-cultural credentials or certificates. The remaining 67 teachers had received temporary waivers. With the increasing enrollment of LEP children, the district estimated that 15 additional classrooms would be identified as LEP in the 1983-84 school year. Finally, teachers who have received waivers are not all completing their required training within the given time; the district expects that 20 teachers will lose their waivers and will have to return to teaching only in mainstream classrooms. These teachers, with the skills they had acquired during the four years they were on waivers, would be replaced by 20 teachers from nonbilingual classrooms who had had no bilingual training.

In light of these problems, the district applied to the state and was granted permision to develop and implement an immersion strategy program in two schools.

What is the overall organization of the program? The district's director of curriculum services serves as project director for the immersion program, but daily responsibility for the program's implementation is assigned to the assistant principal at each of the two schools.

The original plan had called for implementation of the program at two schools with two kindergartens, two first grades, one second grade, one third grade, and one fourth grade at each school. Each project classroom was to be matched by a control classroom providing a standard transitional bilingual education program. During the first year, however, one school was able to assign only one first grade class to the project, and variations in enrollment resulted in the loss of one kindergarten and one first grade from the control classrooms at the same school. As a result, 25 of the planned 28 classrooms participated in the project, as follows:

	School A		School B	
	Immersion Strategy	Control	Immersion Strategy	Control
Kindergarten	2	1	2	2
First Grade	1	1	2	2
Second Grade	1	1	1	1
Third Grade	1	1	1	1
Fourth Grade	1	1	1	1
Total:	School A: 11		School B: 14	

At each school, the immersion strategy classroom teacher provides all instruction in English. Bilingual aides in each classroom and a bilingual resource teacher at each school provide any primary language assistance the children might need.

School Data

What federally- or state-funded programs are available at the school? In addition to regular district funds, both project schools have special state funding for overall school improvement, and federal funds from Chapter 1 and Economic Impact Aid for state compensatory education and limited-English-proficient students.

What is the size of the average ISP classroom? Each project classroom contains about 30 students. Of these, approximately two-thirds are LEP, with Spanish as their primary language, and one-third are FEP or English-only.

Student Data

What types of students are enrolled in the program? Of the immersion strategy students, two-thirds will be limited-English-proficient whose primary language is Spanish; the remaining third will be fluent-English-proficient or English-only students who have, like the LEP, been assigned to the program with their parents' consent.

How are students identified as LEP? The state conducts an annual home language survey, and districts assess students' proficiency in English when they first enroll. Those students identified as LEP are regularly reassessed to determine whether they should be transferred into English-only classrooms. At this site, students are identified as LEP if they score 1, 2, or 3 on the English BSM. District staff also consider students' CTBS reading percentiles (in English and Spanish), when these are available, and the students' general performance in class. Thus, some students who score 4 or 5 on the BSM may still be identified as LEP, although others who score at the same level may be designated as fluent in English. In addition to CTBS and BSM, the district uses the TOBE to assess language proficiency for kindergarteners.

How are students selected for program participation? The district plan requires that, in each project classroom, two-thirds of the students be LEP (with Spanish as their primary language) and one-third be FEP, or English-only. Staff assign students to project and control classrooms on a matching basis, according to their language classification (LEP, FEP, or English-only) and according to their scores on the English and Spanish BSM and, when available, on their CTBS reading

percentile (again, in English and Spanish). Students are assigned to project classrooms only with their parents' permission.

How do students transfer out of the program? Students with limited proficiency in English are tested and assessed for reclassification at the beginning of each school year. As discussed above, language reclassification criteria are made up of a combination of test scores and assessment of performance in the classroom. For the purposes of the study, the district intends to retain students in the program for at least three years. If LEP students are identified during the study as having become proficient in English, they would remain in the immersion strategy classrooms along with other FEP and English-only students, depending on their parents' consent.

What student test data are available? The district maintains academic profiles for each student. Student records include scores from: BSM (in English and Spanish), CTBS, SOLOM, and the District Minimal Skills Test. All students take the BSM and SOLOM on entering the program and again at the end of the third year. During the program, all project students will take the CTBS-U (English) every spring, as will students in the control classes who are reading in English. After three years in the program, all LEP students will be assessed for reclassification as FEP.

Classroom Data

What is the class composition? In all project classrooms, approximately two-thirds of the students will be LEP and one-third will be FEP or English-only. There will be two project classrooms and two comparison classrooms at each of the kindergarten and first grade levels, and one project classroom and one comparison classroom for each of the second, third, and fourth grades.

How does the immersion strategy classroom differ from the mainstream classroom? The curriculum in the project classes follows the district's base program, but is supplemented by materials specifically designed to teach English through content. This approach includes a variety of teaching techniques such as Language Experience for beginning reading and the Manipulative Math program.

How is the primary language used in the ISP class? The language of instruction in all subjects is English. Bilingual aides provide primary language assistance as necessary. A bilingual resource teacher is also available to children who need extra help.

What materials are used in the ISP classroom? Project classrooms supplement the district's base curriculum with materials including: Natural Language Approach, Language experience, Manipulative Math Program, and Magic Circle activities to improve students' self-concept and foster effective development.

Are instructional aides used in the ISP classroom? As discussed above, bilingual instructional aides provide assistance in the children's primary language as needed.

Who coordinates the program and how? The district's director of curriculum services serves as the project director and is responsible for coordinating the implementation of the immersion strategy program. During the first three months of the program, the project director met with project teachers from three to six times to monitor the implementation and provide assistance as needed. Now, after the project has been operating for a year, the assistant principal at each school is most immediately responsible for monitoring the program's progress. The assistant principal visits each classroom at least once a month and records observations using a carefully structured form. Five or six times a year, the assistant principals meet with the project director to review the implementation. In addition to this regular review, the

district's Department of Curriculum Services conducts an annual evaluation of the pilot project.

To try to ensure that teaching techniques are as consistent with the program design as possible, the district conducts extensive staff development sessions throughout the year. During the first year, topics included training in ESL; natural language acquisition through the Total Physical Response approach; Master Teacher Trainers Institute; and the techniques of the Magic Circle method.

Conclusion

The immersion strategy program at Site H meets five of the six primary site selection criteria and will be recommended for inclusion in the study. English is the language of instruction. Spanish is used informally by instructional staff for clarification on an as needed basis. However, students are free to use Spanish with one another and with the teacher. The content areas are used to teach English. The only unmet criterion is that the teachers are not bilingually certified.

SITE I

Community Data

Where is the site located? Site I is located in a city less than 200 miles from the Mexican border. The city itself has a population of about 100,000, and is within commuting distance of one of the largest cities in the country. Within Site I's city, there are only three main employers--two electronic firms and the local school district. Many residents, however, work in the larger city nearby which offers a much greater variety of employment.

The Site I city population is 46% Anglo, 30% Hispanic, 18% black, 3.4% Asian, and 0.8% other. Many of the Hispanic students speak only Spanish, and it is quite easy to manage in the city while speaking little or no English. Some community members have estimated that as many as 60% of the Hispanic residents speak no English.

How is the community involved in the program? To date, there has been little community involvement in the new immersion strategy program. The district decided to initiate the program in the face of a lack of sufficient bilingual-credentialed teachers to offer a full bilingual program and the requests of a number of parents that their children, although not proficient in English, not be placed in transitional bilingual education classes.

District Data

Why did the district start the program? Site I is in an area with a substantial Hispanic population, and many of the children enrolled in the district's schools have only limited proficiency in English. In one school, as many as two-thirds of the students have been classified as LEP. In trying to provide adequate instruction for these children, the district encountered two major difficulties. On the one hand, there

were not enough certified teachers to provide a full bilingual program. Of all the teachers working with LEP children, only 20% had received bilingual certification. On the other hand, a substantial number of parents had requested that their children, even though limited in their English proficiency, not be placed in transitional bilingual education classes. Concerned about the lack of certified teachers and, at the same time, about LEP children's ability to succed in all-English mainstream classrooms, district staff saw immersion strategy programs as a possible alternative to meeting the special needs of LEP students. In September of 1984, then, the district submitted to the State Department of Education and received approval for a plan to implement an immersion strategy program. The project classes would be staffed by teachers certified in bilingual education or those who had completed at least one basic competence in the primary language.

What is the overall organization of the program? The district intends to establish the immersion strategy program in seven classrooms at each grade level, grades K through 3, beginning in kindergarten the first year of the project and adding one grade level each year. Throughout the study, students in these project classrooms will be compared with students in a control group of seven classrooms at each grade level, grades K through 3, who are participating in the district's early-exit transitional bilingual education programs. Both project and control classrooms will be selected from five schools within the district, all having high proportions of Hispanic LEP students.

The initial design for the program was developed by a committee of teachers from schools throughout the district; this committee will continue to advise on implementation of the program. Day-to-day coordination and administration of the project will be conducted by an ESL facilitator working at the district level.

School Data

What federally- or state-funded programs are available at the site? The site offers a variety of state- and federally-funded programs including: state preschool, state compensatory education, the state reading program (Miller-Unruh program supporting special reading teachers), federal Chapter 1 programs, state Indian Education, and the State School Improvement program.

What is the average project classroom size? Project classrooms, like regular mainstream classrooms, contain approximately 30 students. In project classrooms, about two-thirds of the students are LEP, while the rest are designated as fluent-English-proficient.

What is the average family socio-economic status? Average socio-economic status among families in the project schools is quite low. About 80% of all students are eligible for the free lunch program and the number of students from families receiving AFDC ranges from one-quarter to almost one-half of those graduating in 1983.

How are students identified as LEP? Each year, the district conducts a home language survey to identify students whose primary language is not English. Students so identified are then assessed in terms of their proficiency in English using the state-designated IPT Oral Language Proficiency Test. Students who are classified as non-English-speaking or limited-English-speaking on the IPT are designated as LEP.

How are students selected for participation? Students are assigned at random to classrooms. If their classroom teachers volunteer to participate in the program, then the students are included as part of the project population, unless their parents prefer that they be placed in another classroom.

How do students transfer out of the program? Within the district's regular bilingual program, students are transferred into the mainstream classroom when they meet the district's criteria for reclassification as fluent-English-proficient (FEP). Students are considered for reclassification once each year. Students in the immersion program will be assessed for reclassification on the same yearly basis, using the same reclassification criteria.

District procedures for reclassification include teacher evaluation, standardized tests of oral and written English skills, and parent conferences. In their evaluations, teachers use the Student Oral Language Observation Matrix (SOLOM) to assess students' mastery of oral English (minimum score of 4 out of 5 levels) and criterion-referenced tests to measure students' mastery of the curriculum (minimum score of 80%). Students are also tested with the IPT-I (elementary level), a state-designated test to assess oral English skills, and the California Test of Basic Skills (minimum score of 36th percentile) to measure written English skills and achievement. If students are eligible for reclassification, the district notifies their parents and arranges, if possible, a meeting for the parents with the reclassification committee.

What student test data are available? Available student test data are those obtained from the district's regular testing programs. These include scores on the IPT and the SOLOM used to assess language proficiency, the criterion-referenced tests used to assess students' mastery of the district curriculum, and the standardized CTBS scores used in assessing students for reclassification.

Classroom Data

What is the class composition? Project classrooms will be composed of 30 students, two-thirds of whom will have limited proficiency in English, while the other one-third classified as fluent-English-proficient. Only those classified as LEP will be participating in the

immersion strategy study. Because the district is just beginning its immersion strategy program, only kindergarten classes will be participating during the first year, with first grade added in the second year, second grade in the third year, and third grade in the final year. For each grade level, the district anticipates having seven project classrooms, with a total of 210 students at each grade level participating in the study.

How are students grouped for instruction? Students receive general instruction in large groups and then work on specific activities in small groups or individually. The district plans to provide for some grouping according to English-language proficiency and achievement, as school enrollment and enrollment in project classrooms allow.

How do project classrooms differ from mainstream classrooms? Project classrooms will be composed of approximately 20 LEP Hispanic students and 10 Hispanic students who have been designated as fluent-English-proficient. Although most materials used will be those of the regular district curriculum, presentation of the materials will be adapted to the needs of non- or limited-English-speaking children. Thus, teachers' speech will be slower and lessons will emphasize vocabulary building and use of the words the children can understand.

At the same time, some materials, such as reading materials, will be developed or selected especially to meet the needs of children with a limited knowledge of English. Furthermore, teachers will emphasize certain activities and materials such as visual aids and manipulatives which help build vocabulary. Finally, each day will conclude with a review in the primary language of the day's instruction. This primary language review will continue until students' mastery of English improves and the use of the primary language can be reduced and, finally, discontinued.

In sum, while many of the materials used in the immersion strategy classrooms will be those of the regular district curriculum, presentation will be adapted somewhat to emphasize vocabulary-building and language use through specific activities. And, of course, children will be able to address the teacher in their primary language and teachers may use some Spanish as a means of explaining or clarifying instruction.

How is the primary language used in the project classroom? The immersion strategy program at Site I is being introduced in the fall of 1984. The primary language will be used fairly extensively at first, especially during the four-to-six week orientation when teachers will use the primary language to explain the new program to students and to acquaint them with classroom and school procedures. Staff anticipate progressively less ue of the primary language until it is phased out of regular classroom use entirely, ideally by the end of the orientation period.

After the orientation, classroom instruction will be conducted in English, although students may use the primary language among themselves and to address their teachers. Teachers, however, will try to use English in most communication with students, although they may use the primary language to provide additional explanations, as necessary.

One important aspect of the program will be a daily 20-30 minute review of instruction, conducted in the primary language. This review will be continued until the students demonstrate understanding of the instruction provided in English.

What materials are used in the project classroom? The district's plan for an immersion strategy program calls for use of the regular district curriculum and materials in the immersion classrooms, with adaptations made to accommodate students' lack of proficiency in English. Adaptations will be made in both the presentation of materials and in some of the materials themselves. In speaking to students, for

example, teachers will speak more slowly, using vocabulary that students can understand, and will place special emphasis on building vocabulary through discussions of content. At the same time, the district plans to develop or select reading materials specifically for use in project classrooms.

During the initial phase of the program, each day will conclude with a review in the primary language of the material covered during the day. This use of the primary language will be gradually reduced as students achieve greater competence in English.

Are instructional aides used in the project classrooms? Currently, the district does not use or plan to use instructional aides in the project classrooms.

Teacher Data

What are the characteristics of ISP teachers? Of the teachers who have volunteered to participate in the program, 22% are Hispanic and 78% are white. They have an average of seven years in teaching overall and five years of teaching in bilingual classrooms. In accordance with the requirements developed by the teacher committee designing the program, most (two-thirds) of the teachers in the immersion strategy classrooms are certified in bilingual-bicultural education; the rest have received temporary waivers, having completed at least one of the three requirements toward the bilingual certificate.

In addition to the classroom teachers, the program will be coordinated by an ESL facilitator with extensive (eight years) experience in ESL and bilingual education. This ESL facilitator will be primarily responsible for monitoring classroom activities and providing staff development for teachers in the program.

Who coordinates the program and how? Following the recommendation of the teachers' committee that designed the program, the district plans to assign an ESL facilitator to coordinate the various activities in the program. The facilitator will be responsible for monthly monitoring of implementation at each site, developing materials, and providing in-service training to the teachers participating in the pilot program.

Conclusion

How well does this site meet the selection criteria? Site I meets most of the site selection criteria for the stidy of immersion strategy programs. Having a large enrollment of LEP Hispanic children and an existing transitional bilingual education program, the district can provide both project and control classrooms with enrollments adequate to maintain the required cohort size, even taking into account the district's 15% mobility rate. Teachers will be either certified to teach bilingual-bicultural education or will be "on waivers," having completed at least one of the three requirements for such certification. The district has developed a carefully designed immersion strategy program which includes (a) instruction in English, (b) use of Spanish by the students among themselves and to address the teachers, (c) use of teachers who can understand the students' primary language and use it to explain or clarify vocabulary or instructions, (d) an emphasis on content as a means of teaching English, and (e) the use of curricular materials similar to those of the regular district curriculum. As a result of these considerations, Site I will be recommended for inclusion in the study of immersion strategy programs.